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National
Parent-
Teacher
Magazine

CHILD WELFARE



FEBRUARY . . . 1933

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CHILD WELFARE

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"ABRAHAM LINCOLN, THE HOOSIER YOUTH"

A Bronze Statue by Paulanship

Dedicated Last Fall in Fort Wayne, Indiana

The *P*resident's MESSAGE

THIS month is one which is largely given to commemorating our Founders and their ideals. Theirs was a type of practical idealism that has helped us to perform practical service, and we hold firm the hope that we shall reach their ideals of service in promoting the well-being of every child. It is well for us to check our worthiness "to carry the torch." We pause to ask:

"How much is an ideal worth to me? Is it worth a sacrifice of ease of mind and heart? Is it worth days and months of continuous work? Is it worth the time which might have been spent in other satisfactions? Does this ideal carry me through personal situations which otherwise would discourage and dishearten me?"

Ask as we will and do, we may be sure that these same questions were in the minds of our Founders and pioneer workers. It was not easy for them, nor is it easy for us, "to hold the torch" for others. Each of us has been made aware that there are some who scoff at all ideals, who laugh at mention of altruism and unselfishness. There are some who are encrusted with self-esteem and see no need for cooperation with others; some who resist education for both themselves and others. There are parents who are indifferent to their responsibilities and teachers whose only purpose in belonging to our groups is to control finances. We turn to the idealism which has been the chief asset of this movement to counteract the cynical attitude of the scoffer and the misdirected efforts of some of our members.

Our charter members believed that a mother's love could be directed into a service which in benefiting her own could and must benefit other children; they believed that mothers were humble and yet intelligent enough to seek guidance concerning home problems, and to find it; they believed that women could create a community desire for better spiritual and educational standards; they saw the possibilities of national unity through creating public support of protective laws for children, and concentrating upon each project.

Many difficulties arose, and many obstacles had to be overcome; yet the ideals of the Founders were so powerful, inspiring, and compelling as to outweigh the cost of personal effort. The results are as we know them—an organization of which we may well be proud, and one which we must strive to maintain by testing the strength of our own ideals.

To our task we must bring their spiritual fineness, their unswerving courage, their unfaltering persistence, their faith in the innate goodness of mankind; we must bring their appreciation of the unselfish devotion of fellow-members, their confidence that love for children will bind us loyally in national endeavor, their zeal that no child shall be left unwanted and uncared for.

Minnie B. Bradford

President, National Congress of Parents and Teachers

ARE YOU A PROBLEM TO YOUR CHILD?

AN AUTHORITY IN PARENT EDUCATION
DISCUSSES THE EFFECT THAT INCONSISTENT
PARENTS HAVE ON THEIR CHILDREN

By ALICE D. KELLY

CHILDREN are so unexpected. You never know what they are going to do next. That's what makes them such problems."

Even as the harassed mother spoke to me I wondered if her children didn't find *her* a problem for just the same reason.

Generally the only people who are consistent about child training are the people who have never dealt with children. Who of us hasn't such a friend to tell us exactly how the dreadful state of affairs in which we live could have been avoided—when little Archie is disobedient, or Barbara has her third tantrum in one week, or our cherubic youngest sticks out his tongue at us?

"Just have a good stiff penalty for disobedience," they advise us nonchalantly, "and stick to it."

"I'm afraid," they tell us smugly, "that

Barbara knows you don't always mean what you say." Or, "I thought when I saw you laugh that time wee Willie was so rude that you were laying up trouble for yourself. I didn't like to say anything, of course. . . ."

And the worst of it is, that up to a point these smug, vicarious parents are right. For making a childish world tip and shift there's nothing quite so bad as a parent who roars at the unfortunate infants one day and indulges them the next; who listens to their troubles and patiently advises them on Monday, and on Thursday tells them sharply to run away and play when they mention the same difficulty again; or who is a rigid adherent of Dr. Watson's behavioristic principles at Easter, only to discover by vacation time that there is something in old-fashioned discipline after all—and acts accordingly.

I spent an uncomfortable afternoon a few weeks ago at the house of a friend of mine. I've always loved going to see Ellen and her family. She's a casual soul and her three children are adorable and they have always seemed to me to be having a wonderful time together in dust, disorder, and mutual affection.

On this particular afternoon, I found one bewildered child in solitary confinement, another frothing



*Of course it's baffling to have Mother comfort
you one night and . . .*

about apprehensively in obedience to her mother's impatient commands, and a third screaming and stamping in incipient hysteria—due, I should have guessed, to frazzled nerves. I stared at Ellen's worn face.

"I'm a wreck," she answered my look. "Everybody's been telling me how spoiled my children are. I made up my mind I was going to have some discipline in this house if it killed us all."

That, of course, was funny, except to the children, and perhaps a little extreme. I say *perhaps*, because one hears all too often the same cries:

"I was too tired all last spring to bother about Jackie's manners. He's become simply frightful. I have to punish him continually." "I'm sick and tired of telling you that there's nothing to be afraid of in the dark. Now go to bed and stop fussing. My dear, I've reasoned and reasoned with her. . . ." "Of course we had to spoil him when he was sick, but if he thinks I'm going to let him walk all over me now—and have his father's sisters laugh at me for it—he's greatly mistaken."

The "he" in the last quotation was five and I doubt if he was thinking about much of anything except that it was terrifying and strange to be: "Such a sick baby. . . . There, there, dear, Mother'll get it. You musn't cry. What are you frightened of, darling? Mother's right here—" for a few weeks, and suddenly to hear so shortly afterward: "Cry all you want. I told you you couldn't have it and I meant it. Frightened? What on earth about? You're a big boy now. Of course Mother can't stay upstairs! Don't you want Daddy to have any dinner? . . ."

*scold you another just because you want
company in the dark*



THERE is so much wrong with these parental delinquencies that it's hard to know where to begin a discussion of them. Perhaps one should get right back to first principles. What *is* child training? Is it a form of domestic police work; a self-glorification in the eyes of the neighbors and in-laws; a way of showing power and authority; or just a game, like playing dolls?

Well, looking it up in the dictionary we are told, "See: Education." And we don't have to trouble to look further. That's all child training can be—an education in adjustment to a new world.

When we start studying a foreign language, we don't expect an arbitrary academy to insert into the grammar weekly changes in verbs, parts of speech, and pronunciation. We don't even expect, if we are a little slow in mastering difficulties, to have our teacher fling the book at our head or have us arrested.

When we visit a new country we expect the laws and customs to be fairly stable. And if we don't learn all of them the first week after our arrival we are not, as a rule, treated with contumely or sentenced to death.

Our children have come to a new country and they are learning a new language. If we are to teach them and guide them through the intricacies of the life into which we ourselves have brought them, a first essential is

that they shall have faith in us and that that faith be justified.

If my daughter confides in me about any difficulty she has, I ought to thank my stars she's coming to me and not going to some playmate; and I ought to consider the problem in question of the utmost importance until it ceases to be so to her.

Rules should not be changed from day to day. Promises should not be broken. Punishment should not be an affair of the weather, parental temperament, or the state of the family finances.

The children of inconsistent parents make a little class of problem children all by themselves. They have learned that threats mean little and promises, less; so they tend to go their own anti-social way undeterred by fear or by hope.

They are never quite sure if they should ask Mother that question about sex, or honesty, or "are there really bogie men like Bridget says?" Sometimes Mother unravels the trouble and tells the most interesting things and sometimes she says very crossly, "Who's been talking to you about those things?" Or, "What do you mean by saying I told a lie because I had Nelly tell Mrs. Stevens I was out? Are you trying to be impertinent?" Or, "Ask Bridget to come here. If I've told her once not to frighten you children. . . ." And then Bridget is angry and there are no more cookies or tales of the "little folk" and altogether it's much safer to ask the little boy across the tracks, or to go on telling lies when convenient, or simply to hide one's head under the clothes until sleep comes to one's relief.

Children who haven't, from their point of view, trustworthy mothers and fathers, haven't as a rule much self-control. They have seen too little of it, for one thing. And for another, when *sometimes* yelling gets you what you want, it's worth trying every time; when *sometimes* disobedience goes unnoticed, it's worth a gambler's risk to go barefoot in cold weather, or to eat that extra candy, or to read just once more in a bad light.

Inconsistently trained children tend to be timid. Why shouldn't they? If the two omnipotent and omniscient giants who rule their universe can be unjust, unkind, and unreliable, what may not be feared from mere school-teachers, other children, strange dogs, and the outside world in general?

There are two stories which I think are sadder than they are humorous:

A little boy came to the table with dirty hands. His mother said,

"Jackie, you *know* I always send you from the table if you come with dirty hands. Why do you keep on doing it?"

To which Jackie replied, "Mother, once you forgot."

Another little boy started to run away from home. He stood at the crossroads and said to himself,

"Sometimes dogs bite; sometimes God is angry; sometimes policemen arrest naughty boys; and sometimes Mother spansks. Where can I go?"

I DON'T want to be ponderous and go on about the crossroads of life to which our children must inevitably come. But framing those two stories would harm none of us parents who are more moody than logical in our contact with our children.

Still, having established the fact that inconsistent parents are, in that respect, bad parents and that their children undoubtedly suffer, we may admit that most of us know all this.

"Then why on earth do you go right on doing it?" laughingly ask the helpful advisers mentioned on the first page of this article.

Take ten answers out of a probable nine thousand two hundred and seventy-three and a half.

It is natural for a mother, who has got up with a headache and a big washing to do, to decide that she must, must, *must* have a little peace, and set about getting it at her comparatively innocent children's expense. A mother who didn't feel weak with tenderness

at the sight of a sick baby would be a monster. A lot of people who believe intellectually in sex education, frankness on the part of children, and the need for answering intelligently all their eager questions, find themselves, when put to the test, embarrassed, affronted, or bored.

A woman who has just begun to read about dietetics, child training, and the importance of the first eight years, has something on her side if she is swayed from one program to another in her search for the best.

There are few people—parents or not—who really care nothing at all for public opinion. It is woefully easy to promise rewards in a moment of expansiveness and punishments in a moment of rage and then be able to do nothing about either two days later when one is feeling normal and an aunt and one's mother-in-law have arrived for the week-end.

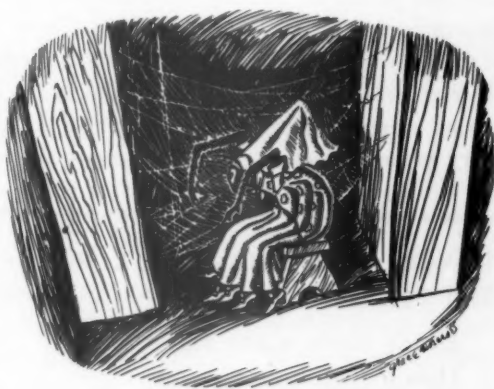
People are not equally endowed with self-control, nervous and emotional stability. All lives do not run with equal smoothness. Intelligences are of different types and of different degrees, and to boil it all down to essentials—it's tremendously hard work to bring up a child.

Therefore, there's no use trying to be consistent? No such luck. It can be done and it should be done and it must be done!

In the first place, when most people plan their housework they allow for the fact that they haven't a very good vacuum cleaner, that the hot water tap in the sink is tricky,

that their next door neighbor is apt to drop in any time after three, that they tire easily since they had pneumonia, and that while they can sweep and dust like lightning they are very slow cooks. They arrange their housework with these idiosyncrasies in mind and they don't try to achieve impossibilities.

If parents who haven't very good tempers and who have tricky nervous systems, a great many social demands, who tire easily, and who are quick bridge players but slow to think up entertainment for children, would plan their contacts with the younger members of the family as intelligently as they arrange their social existence, there would be far less inconsistency in discipline and understanding.



SPIDER FACE

By PHYLLIS B. MORDEN

High in a corner of the room
A fairy sits before her loom,
And back and forth her shuttle plies,
Invisible to mortal eyes.

Who climbs to look can see a brown
And bent small figure, sitting down
Before a web of silvery lace. . . .
A weaver with a spider face!

DON'T have many rules. That should be the first principle of parents who want to be consistent. Otherwise, you will have to pursue

your offspring continuously to see that they wear their hats in the sun, their sweaters in the shade, and get enough exercise; that they don't climb trees, don't speak to the wrong children, don't run too much and get overtired; and you will have to insist on their observing a hundred similar regulations. We shall not be able to enforce our commands anyway.

There are few essential rules of life for children, and we don't have to frame these. It was done for us probably shortly after the Garden of Eden period. If children learn

to be guided by a judgment they have reason to trust, to be considerate of other people living in the same community; if they are not made afraid to tell the truth, and have reasonably good manners—their intelligences, their long-suffering affections for their mothers and fathers, their imitative faculty, and a few habits formed in early infancy will see them and their parents through quite comfortably and placidly.

The second commandment for consistency in parenthood is: Never threaten or frighten a child at all. It is never constructive and it provides pitfalls for the average parent whose bark at the moment of annoyance is very much worse than his bite when the irritation is past. Whatever disciplinary measures one uses should be logical and just. Nature has provided a good few, and society one or two: fires burn, knives cut, green

apples produce tummyache, and a bore or a nuisance is ostracized by his fellows. Punishment should be mild enough not to cause humiliation or a sense of defeat, if for no other reason than that these two consequences of overharsh discipline make still more trouble for the harassed parent. And penalties are honestly necessary, I am certain, about once out of every five times they're applied. Remember once again that we are teachers—not policemen.

Third: Don't have a discipline so harsh that it has to be relaxed the minute the child who is being trained loses his strength. The same laws obtain in sickness as in health. Obedience, courtesy, and consideration are just as essential when a child has measles as when he's running around the nursery. True, we make allowances for the manifestations of irritation or temper due to weakness

or pain; we provide more entertainment when a child cannot play than when he can. But even with a well child we should make allowances for fatigue, a hard school day, or depression due to a broken toy or a lost pet; and we expect to entertain a child more on a stormy day, for instance, when he has to be in, than we do when he runs outside.

And as far as not allowing a child to cry is concerned, no child should be made to cry unnecessarily at any time. He can be taught gently but effectually to control himself in sickness as in health. Even when it's a question of a dire emergency, it is rarely necessary to extend lapses in discipline

over such a long period of time that a painless re-establishment of good habits is impossible.

Fourth: Let promises be rarer than gold and as binding as oaths.

And fifth, sixth, and all the rest: Let us be trust-

worthy, trustworthy and dependable.

This sounds glib; but it isn't. No one who has ever had a child can minimize the difficulty of being even a tenth of what a parent should be. But being a *reliable* parent is possible to all of us, if we consider honestly our own limitations and our children's needs.

The children will be confused enough outside the home. Nature is sufficiently full of paradoxes which they have to accept. Life is new and difficult enough to bewilder the most carefully sheltered of them. Therefore, it is of the utmost and most vital importance that we do not put further obstacles in the way of their free and happy development and growth by being ourselves problems in their existence. Let our constant aim be "to make ourselves fit for children to live with."

IF YOU WANT TO BE A CONSISTENT PARENT:

Don't have many rules
Don't threaten a child
Don't frighten a child
Don't be a harsh disciplinarian
Don't break promises
Be trustworthy

EFFICIENCY

IN

CHILDHOOD



A HELPFUL ARTICLE FOR MOTHERS WHO
ARE DECIDING WHICH HABITS THEIR BABIES
SHOULD LEARN, AND HOW

By ETHEL B. WARING • Professor of Child Development and Parent Education, Cornell University

1. *What habits are profitable to establish in childhood?*
2. *Give four reasons why it is important to establish a regular routine for little children.*
3. *What is the best way to teach the young child routine activities?*
4. *How would you go about training a child to put away his toys when he has finished playing with them?*

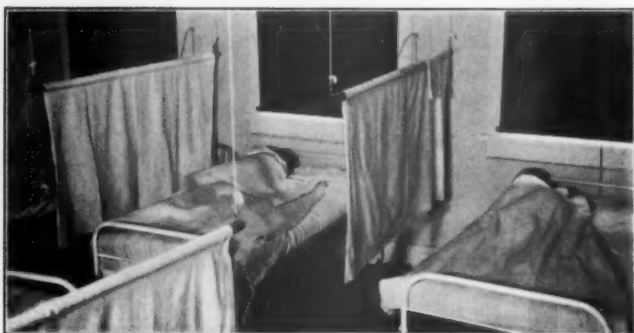
EFFICIENCY is a strange word to apply to a child, and yet, I think, appropriate. What do you mean when you say a man or a woman is efficient? What does an efficient person do? He manages so well that he has time for the things he likes to do. How does he manage? He notices the details of his work which occur over and over, day after day. He discovers the order in which he does these most often and most easily and then organizes a regular routine. As he becomes more skillful in this habitual routine he finds more free time for new and creative aspects of his work and for leisure, recreation, and social activities.

Childhood profits from efficiency in the same way. Many details of eating, sleeping, dressing, toilet, bathing, and washing occur frequently day after day. In some homes

they consume so much of a child's time that his life is a continuous humdrum of routine. In other homes these activities are performed expeditiously and skillfully and the child frees time for discovering new activities, for creative experiences, for leisure, and for companionship.

Mary may eat her meal in half an hour and Ruth may take over an hour. Peter may spend fifteen minutes in going to sleep and John an hour. Jimmy may dress promptly and Susie dawdle. The day is long enough so a child need not be hurried through his daily routines. On the other hand, to spend undue time on ineffective movements is a sheer waste of time which might be profitably and happily spent in creative experiences.

Which routines is it profitable to learn in childhood? Certainly routine can be overdone. A very young child can be trained to perform with meticulous care many acts of dressing and toilet, for example, or many domestic duties. Whether or not they are worth while depends upon their immediate and permanent usefulness and the strain their learning may entail. To button small buttons, to lace shoes, to climb on a stool to hang up his clothes, to dry dishes, to peel potatoes, and many other



Photographs courtesy Iowa Child Welfare Research Station

These children are learning the valuable habit of the brief daily nap

routine activities may be educative at a certain age and development and far from it at another.

WHAT HABITS ARE PROFITABLE?

A FEW very simple questions help one decide for a given child whether a learning will be profitable or not. First and foremost, *can the child learn it with reasonable effort in a brief time?* He learns by his successes. Is the learning you expect of him simple and definite enough so that, with your help, he can succeed in it at once, and often, and without your help before long? Contrast for example, "Button your panties" and "Pull up your panties" for a child learning to help himself at the toilet. He has equal opportunity for practice with the two learnings as far as frequency is concerned. He will probably practice the former under failure and strain and the latter with success and only reasonable effort. If his panties must button, then the undertaking should be reduced to, "Button the front button," and only later, "Button the side buttons," as he may be able to succeed with them. He will gain faster in the long run if he undertakes several smaller learnings, one at a time, achieving each, gaining in incentive and confidence by each achievement. Not only does he gain faster in skill but he understands and enjoys his achieving.

One important question, then, which we should ask before we expect a child to learn

a new performance is, *Can he learn it quickly and easily enough for his interest and effort to hold out until it is learned?*

The next big question is, *Is the learning worth while?* and this question breaks up into three simpler and more specific ones. *Is it useful to him now? Will it continue to be useful in the near and later future? Will it lead on to other useful learn-*

ings? For illustration let us consider some habits which are very homely and intimate and for the most part unquestioned—merely accepted with more or less relief or regret as constitutional and unmodifiable. You may hear one adult say to another, "You are fortunate that you can sleep in the daytime. I get so tired I think I can't stick it out until bedtime, but I have never been able to sleep in the daytime." Or perhaps it is in the following vein: "I have got myself in a bad physical condition just because I can't manage to get a bowel movement every day. I wish I could go regularly after breakfast every morning as you do."

The adult who can sleep in the daytime has learned to do so. The one who can't sleep by day has learned that behavior. One adult learned to have a regular morning bowel movement and her friend learned to have one irregularly. These learnings may and probably do date back into early childhood. Is it worth while to learn to relax on occasion during the day? Let's answer on the basis of the three questions we set up as criteria. Is it useful to a young child to break his play period by a brief relaxation? Many toddlers and kindergarten children learn to stretch out on a rug on the floor, to relax completely, and even to fall asleep in ten or fifteen minutes. It takes very little time out of the active morning or afternoon and frequently adds much in efficiency and happiness throughout the day. Granted for the moment that such behavior

can be learned, let's ask, "Is it worth while, once it is learned? Worth while in terms of the present? Right now for the little child?" If it makes the day's activities happier and more full of achieving, yes, it is worth the learning.

"Will it continue to be a useful habit, or is its usefulness over when he starts to school?" In many schools the noon hour is long enough to provide the continuance of this habit. Children who learn to lie down, relax, drop off to sleep, and waken in fifteen minutes or half an hour are able to keep up the habit all through school. In terms of near and distant future, then, it is a learning well worth while.

"To what does it lead? Are there other desirable learnings which may grow out of this one?" One man has for years returned after lunch to his desk, sat in a relaxed position with his eyes closed and his elbows resting on the arms of his chair and his key-ring in his hand. As he relaxes, his fingers loosen their hold on the keys and they drop. This rouses him and he is ready for his afternoon duties. A woman who is on duty even during her lunch hour and cannot count on the same time day after day for rest and quiet, has a cot in her office. During the early afternoon, if she finds a prospect of fifteen minutes clear time she drops down, falls to sleep, and wakens refreshed for the rest of the day's work. Tested by all three of the questions we suggested as criteria of desirable learning, this learning of relaxation during the day is a worth while, early and permanent learning.

LET's think through similarly the learning of a morning bowel movement. When the mother is caring for a dependent baby it matters very little to her when the movement comes. She does appreciate hav-

ing it regular so she can get along faster with the training to use the toilet. It is nice to have it over before the bath and daily fresh clothing. But it is not a critical matter just when it comes so long as it is reliable. It may even be a little easier for Mother if it doesn't come during the rather busy period of getting Father off to work and the older children off to school.

In terms of the questions we have asked as criteria, is it worth while to establish the morning bowel movement after breakfast? Breakfast—bowel movement—play; that is the sequence which fits in the essential health habit rather strategically between breakfast and play. Food is the bodily stimulus for the movement and play is the next step invariably following the movement and motivating it. There will always be the occasion for practicing this sequence daily since breakfast is a fixed habit. Getting the movement out of the way early avoids later interruptions of play, and accidents due to forgetting in the midst of absorbing play. As the child begins school it is obviously more important that he have his movement in the morning before he leaves the house and while he is still under home supervision, for this health habit must remain a home responsibility. Frequently it is not convenient for him to leave his work or play for his movement and so he



Learning to "pick up after yourself" when you're little proves helpful in later life

becomes irregular and liable to the ailments that follow in the wake. This difficulty and danger become augmented the older he becomes, the more demanding on his time his work and play become. Adults commuting to work may maintain healthful bodily function more readily on a sequence of breakfast—movement—work than upon any other. It is by no means the only successful sequence, but it is for most people the easiest and surest one. Therefore, such a learning in early childhood is well worth while.

HOW CAN BABIES LEARN DESIRABLE HABITS?

So far we have asked of any learning for early childhood, *Can it be learned readily?* and, *Is it worth while?* There remains a third important question, *How can I help him learn it?* In other words, we will grant that there are many routine learnings a young child can achieve, and that some of them are worth while in terms of his immediate living and of their ongoing usefulness to him. How can you teach him the worth while routine activities?

Select one or a very few at a time to work upon. Select them on the above principles of ease of learning and usefulness. Study this learning until you see all the details that are involved and the order in which these occur in a skillful performance. Then begin at the beginning to teach step by step. Find a simple word or phrase which will tell the child just what you want him to do and use it every time you see him doing that or every time you help him do it. Use it when you approve him as well as when you help him to do it or tell him to do it. In the beginning be consistent in your approval. Later as you help him thereby to recognize his achievement, reduce your approval on this step in the process and begin to approve the new learning which he is ready to begin. On every occasion, give just enough help for him to succeed, and no more.

What does this advice mean in teaching the child to relax for daytime rest and to have a morning bowel movement? If relaxing for daytime rest is the learning which you have decided your child can and needs to learn, then you are ready to study through the details that are involved. He must lie down, promptly find a comfortable position and keep it—and perhaps close his eyes—in order to relax. Now all this can be described to the child in a simple phrase: "Lie still." In order to give him just the help he needs for success, you will need to observe carefully. Note what position he takes when he relaxes the best. Note what part of him is least quiet. You may need to help him only with his legs, or only with his hands, or only with his eyes. He learns thus that "Hands still," "Legs still," and "Eyes still" are parts of "Lie still."

If he is inclined to lie on his back and bang his heels you may need to turn him over to the side position in which he relaxes best and even hold him there a few moments until he is able to remain quiet himself. You help him make the movements you want him to learn to make without your help. You give your help only when it is needed and only where it is needed and only as long as it is needed, so that increasingly he is learning to achieve on his own. Just as you apportion your physical help, so you do with your verbal and approval help. You direct only when he needs to be told just what to do in order to succeed. You approve only when he needs the encouragement of your approval in order to recognize his own achievement and to be confident in his own skill.

When he can lie still without your active help you withdraw even your presence. You do it gradually. You may keep at an increasing distance from him. You may sometimes leave the room entirely for brief intervals and gradually for longer intervals as he learns to continue his relaxation regardless of where you are. Perhaps you are then ready to help him learn to rouse him-

self at a given time or to waken himself if he has fallen to sleep. This will follow the same gradual process. First you will rouse or waken him. Then you will merely speak to him, and at greater distance as he begins to anticipate your coming and waken himself.

The same sort of story describes the teaching of bowel movement after breakfast. You need to pick out the details which are essential to this learning, plan for them consistently, and leave out the irrelevant details. Suppose his movement has been somewhat irregular but usually occurs sometime in the afternoon. You may try to make for success in the morning movement by giving more laxative food for his supper. You may for a few mornings use a suppository in order to get the new habit started in place of the old one. When you get success you have something to approve, something to call to the child's attention so that increasingly he can cooperate with you, knowing what it is you are after. You will make sure that play always follows immediately. Thus the phrase "Movement—then play" comes to have meaning for him in his own experience. These are the gross details that are very obvious.

Let us examine some of the less obvious details in the process. We have said we must pick out the details essential for success and leave out the irrelevant ones. What about giving the child a toy or a picture book to keep him quiet on the toilet? He will learn just what he practices. Do you want him to learn to play at the toilet or to look at a book at the toilet? Many adults still have that habit. They have learned a different sequence from the one we have undertaken to teach, breakfast — movement — play. They have learned, breakfast—sit and read at the toilet—movement—play or work. In the

one case the toilet is the immediate stimulus which gets a prompt response in bodily performance. In the other the toilet is the direct response for reading and only when involuntary organic stimuli direct the bodily performance does the movement occur. This is akin to the early unlearned behavior when the body eliminates upon organic stimulation any time and any place. The former is a much more controlled and controllable behavior, for the child reacts immediately to the external stimulus of the toilet upon verbal direction at first spoken to him by his mother and later taken over by himself.

Another subtle learning may easily be overlooked and cause trouble. Perhaps your child is docile or cooperative enough to sit still on the toilet so you do not give him toys or books. But he sits there ten or fifteen minutes before he succeeds with his movement. What is he learning? Just what he is practicing: breakfast—toilet—sit ten or fifteen minutes—movement—play. But how can you avoid this? By preventing him from practicing it. Put him on a little later after breakfast until you get a prompt response to the toilet regularly, and then gradually push the time forward a few minutes. If you have made a mistake and put him on too early, don't leave him sitting there to practice the wrong learning; but say, "Soon," and take him off. Return him soon to function promptly upon contacting the toilet. It is better to return him even a second time and have him function promptly the last time than to follow the sequence, toilet—sit a long time—movement when you feel like it—play.

ESTABLISHING ROUTINE HABITS

To summarize briefly how to teach a young child the routine habits which will make for efficiency now and later:

(Continued on page 326)



Drawings by Florence E. Nosworthy

A PROBLEM IN SEX EDUCATION

A WISE MAN TELLS WHY IT IS IMPORTANT
TO DISCUSS THE EMOTIONAL SIDE OF SEX
WITH THE CHILD—AND HOW TO DO SO

By SAMUEL W. HARTWELL, M. D.

Director of the Worcester Child Guidance Clinic, Worcester, Massachusetts

EVERYONE who is in any way dealing intimately with children and young adolescents comes to know that parents are frequently making serious mistakes when they fail to help, or to attempt to help, their children meet the problems of life. Every parent recognizes the fact that one of life's most important adjustments is adjustment in the realm of sex. And every thinking parent realizes that he has a duty to his children in helping them make these important adjustments, the beginning of which, at least, comes during childhood.

The psychiatrist who comes to know intimately the emotional life of children knows very well that many times it is the child's feelings of guilt, confusion, or inferiority

that are the real cause of the child's problems when it appears from the child's behavior to be something very different. All too often these feelings have developed because the child has not been given the kind of help he needed to adjust himself to his developing sex feelings or experiences.

There are many aspects of the problem of helping the child to meet the difficulties of advancing maturity. Certainly the giving of sex instruction is an important thing; but it is not the most important by any means, and certainly not the thing that will alone prevent tragedies from occurring. The writer of this article has been asked by the editor of *CHILD WELFARE* to express his ideas about one phase of the giving of sex instruction to children. Perhaps this can best be introduced by telling the stories of two boys.

JOHN'S PROBLEM

I KNOW a boy thirteen years old whom we shall call John. John has always loved his father very dearly and has always wanted his father to pay attention to him. The father is a busy man—busy in his work, busy in his lodge and church duties—and unfortunately he does not know how important a place he holds in the child's life. At least that is a charitable way to think about him—that he does not know.

John is growing rapidly. He is having new experiences in his inner life. He has been an extroverted little chap who has made a very good adjustment to being an only child, and to having his activities rather re-



pressed because of the fact that there were a good many bad boys in his neighborhood with whom his parents felt it was unwise for him to play. Like most boys, he had learned about masturbation when he was younger. His mother discovered this and dealt with it rather unwisely in that she told the boy that they would keep it from John's father because she felt that Father would lose his respect for John if he discovered it. John, in the years before his adolescence came, had resisted quite easily the temptation to masturbate, though he did it for the wrong reason, namely, that he was afraid and ashamed.

Not so long ago, John, after serious consideration of the subject, and asking God to help him, had decided to talk with his father concerning some things about himself that he wanted to know. John told his mother that he wanted to do this, and through her a formal interview was arranged. The father was considerably worried for fear he would not be able to answer the boy's questions, and informed himself by reading some modern literature on giving sex instruction to children. The interview was held in the father's office and the result was that John was so upset and worried afterward that I had the opportunity of talking it over with him.

What had happened was this: The father had, in a formal way, recited to John a series of physiological facts about sex. He had assumed that the boy had never practiced sex habits and had told him how disgusted he would feel with a boy of his who had ever done, or even wanted to do, such things. He created in the boy's mind a belief that the father had never himself experienced sex desire, and that sex was a necessary evil existing only that children might be born. He had ended the interview by saying to John, "You have never played with yourself, have you?" Poor John! When the interview began he had fully intended to tell his father all about the things he had done when a little boy, and his worries

because the temptations were coming so strongly to him now—but how could he? There was really nothing left for him to do but lie. He did not want to lose his father's love and respect. The father shook John solemnly by the hand and said that he had been sure *his* son was a pure boy, even before he asked John the question. He was glad, he said, to have had this chance to talk with him and was sure that he would always be a good boy. He told the boy that he hoped they would never again have to talk about these unpleasant things.

John said to me: "I knew all the things Dad told me, every one of them. I had read them in the encyclopedia and the dictionary, and then afterward in a book Mother gave me. It makes me feel awful bad that I am so dirty inside that I can't keep from thinking about such things, and sometimes doing them, too, Doctor. I've got to tell somebody. I wanted to tell Dad, but I couldn't. There ain't any use in my trying to amount to anything."

IT WAS DIFFERENT WITH BOB

I KNOW another boy. We shall call him Bob. He is quite the same type of boy as John. Bob's father was a workingman. He, too, was busy and didn't have much time for his boys; but when he was with them he enjoyed his sons. Much of his enjoyment, fortunately, came from the fact that his boys recalled to him his childhood. And when one day Bob led up to the subject of good health, the man sensed that he was thinking about sex and probably worrying about it. They were out in the garden hoeing potatoes. It was very natural for them to sit down in the garden under a tree and talk.

Bob's father said, "How old are you now?"

"Thirteen, Dad. Don't you know?"

"Sure, I know; but the years pass so fast it doesn't seem as though it could be. You know, Bob, when I was thirteen I worried a lot because as I was growing I found a lot

of new experiences, and found that I was thinking about things that I had been told were dirty, and having feelings that I didn't understand. Do you ever feel that way?"

Bob had felt that way, and he told his father, and said, "I wish I understood more about it."

And the father said something like this: "Well, you know, boy, I haven't got a very good education and there are lots of things I don't know; but I will tell you what I do know, and I will tell you about myself, the way it was with me."

Now the things that Bob's father didn't know Bob already knew because he, as well as John, had looked them up in the encyclopedia at recess time with the other snickering boys; but the things Bob did want to know and understand his father knew and understood. His father knew that Bob's experiences were common to all boys; that they were nothing to be ashamed of; that character and confidence could be developed by controlling them; that a happier, more normal life would result from an understanding of the happiness ahead could he grow up into a healthy boy with a normal sex adjustment, controlling himself because of loyalties to people and ideals, and hopes for a happy home, rather than by fears and repressions. These were not the words Bob's father used, but these were the ideas and the kind of sex instruction he gave Bob.

COMMON MISTAKES OF PARENTS

THE mistake that John's father made is the most common mistake that we as parents make in talking to the child about sex. The child must be very young if one is to give him sex instruction based solely on anatomical and physiological facts. Even the little boy or girl whose father or mother tells him about the bee who carries the pollen from one flower to another, and at the same time explains the father's and mother's part in bringing babies into the world, is very apt to believe that Father and Mother are, like

the busy bee, quite unemotional about the whole thing. On the other hand, children themselves find that they have a new emotional experience while simply thinking and talking about sex. The child is then apt to believe that he is in some way different from his parents when they were children, and to get the thought that in some way he is wicked, worthy of rejection, or inferior as compared to his parents or his playmates. A parent is not at all prepared to give sex instruction or to talk about sex with the child in a way that will help him unless he is prepared to discuss the emotional aspect of the problem. Parents are not well prepared unless they can evaluate the emotional response—usually based on their own childhood fears and feelings of guilt—and unless in discussing sex with the child they can encourage him to be frank about his problems and behavior, and to ask questions about his own and his parents' sex feelings.

For these are the things that the child, especially the adolescent child, wants to know. Such questions as these are the questions the child really wishes answered: Do you know how big a temptation it is to me sometimes to masturbate? Or for the older child: Do you know how big a temptation it is sometimes for me to have sex relations? Are the things that have happened in the past what make me have these temptations? Am I bad or "dirty" compared to you when you were young? Is it wrong for me to think about sex and become stimulated when other children talk about it or when I read books or see movies that may make me think of such things? What is the best way to keep away from such thoughts if they are wrong? Have I done myself physical or mental harm by practicing sex habits when I was young? What makes God let these thoughts and feelings come? Is he punishing me in that way? I can't help feeling proud of the fact that I am developing sexually; is this wrong?

The answers parents give children to such questions as these are vastly more important to the child in helping him make his future

adjustment to life than are the ordinary questions that will at first be asked by the child, or assumed by many parents. Many children will ask the ordinary ones easily, hoping that something will be said to answer the other more important and often unexpressed questions. It is very difficult for parents to find books from which they may gain the necessary information to answer the questions the child will ask—or will want the parent to answer without asking—involving the emotional side of sex. The trouble is that the answers are not the same for all of us. They are in the book of life that each parent has so far written for himself. And it is the wise parent who can, reading from his own book, see where he has made errors (and who has not?), or where his parents made them for him, and can correct the answers before they are given to the child. The writer of this article has known scores upon scores of boys and girls who were masturbating excessively, or worrying and confused about moderate masturbation, or temptations to masturbate, who have entirely broken the habit solely through having had their own emotional life explained to them and having sensible, acceptable reasons given them as to why they should try to control the habit. They were the same children whom punishment, prayers and promises, fears, and even threats had failed to help.

It is a grave mistake for a parent to talk to a child who so far reaches out to the parent for his interpretation of life as to ask questions about sex, or to show willing-

ness to be frank about himself regarding his sex problems, without telling the child honestly of his own experiences. When one does this he will of course talk about the "feeling" side of the question, for that is what all adults remember if they are honest with themselves. Even though the father or mother have themselves when children been controlled by fears and have spent many unhappy hours worrying about themselves, or in feeling guilty and rejected because of their own problems or behavior when they were young, they may yet understand how much they could have been helped had their parents really explained things to them. Parents who have had such experiences are the ones who may give the kind of sex instruction that will best help the child. And quite surely if the parent was really told by his parents what he wanted to know when he was a child, in a way that allayed his fears and made him proud of his body and the power God had given him, and confident of his ability to control his emotions, he will do the same for his child.

THE BEST APPROACH

PARENTS who have through understanding and kindness established a person-



ality touch, or rapport, with their children, have in the discussing of sex one of the greatest opportunities that come to them as parents. Every child knows that sex is a more or less taboo subject. Almost every child has feelings, either conscious or unconscious, of worry, guilt, or inferiority about sex, and to have the parent the one who liquidates these fears for him, who helps him across this growing-up bridge, is most fortunate. For not only is the child given the information and the understanding he needs, but he is made to feel that most important thing of all—that the parent really does want the child to grow up and become an emancipated, confident, and mature personality. And what is more, the child believes the parent understands—than which there is nothing more important.

In talking with young children about sex, one should always ask the child something like this, "Does talking about this make you feel funny inside?" If the child says "No," tell him, "Well, it will when you get older, and you should not be ashamed, nor think you are any different from other children because it does." And then say to the child either, "My parents explained it to me and it was a big help to know that"; or, "My parents didn't explain that to me and it made me worry a lot and made me afraid to talk about it when I got older and wanted to know more. When these new feelings come to you, I shall always be glad to talk with you about them and tell you how it was with me when I was little."

Almost everyone who really knows children knows that the imparting of sex information by the printed word is not a good way. The reason for this is that even though the author of the book or pamphlet might appreciate the importance of answering the child's questions about the sex feeling, and all the other emotions constructive or de-

structive that come to different children, the answers cannot well be given in printed words since each child is different from others. The amount of sex drive is different for different ages and for children with different experiences and with varying degrees of activity of their glandular system. The personality and adjustment of different parents are different. It follows, then, that there is a part of sex instruction that the child is bound to get from his parents or from someone else, someone who knows *him*. It is almost invariably true that children are much better informed than parents who wish to keep them ignorant and innocent realize.



I remember very well when I was a thirteen-year-old boy reading and re-reading the book that had been provided me, which happened to be Stall's *What a Young Boy Ought to Know*, hoping to find there something that would make me feel that I was not so much worse in my behavior, and especially in my feelings, than other boys were. I must have believed that the world was getting more wicked, for I remember I was not even hoping to find anything in the book that would tell me that my father, or the other men I knew, when they were boys were tempted "like as I was." I found nothing in the book that helped me, no facts I did not know, and much to frighten and confuse me. I believe that many men who are unduly concerned and emotionally upset to the extent that they are not properly prepared to give full sex information and instruction to their boys had the same sort of experience when they were young, and have never quite come to understand.

PRINCIPLES TO HEED

EVERY child, whether or not he has been early furnished the facts about sex as

(Continued on page 328)

SEATTLE IN MAY

TO you who read these words in snowy, blowy February, May will seem a long way in the future. But to the members of the Washington Congress, whose every interest and effort is pointed toward those May convention days, it seems just around the corner.

If we count life by calendars, Washington is very young. But you from the East will enjoy these signs of youth—fir-clad hillsides, river-banks and meadows a golden glory of Scotch broom, and the dazzling beauty of white dogwood stars reflected in quiet crystal lakes.

Like all pioneer communities, Seattle possesses the spirit of youth, has an unfading trust in its own adventures and aspirations, and a fine sense of the values of the past. We may seem remote to the land beyond the Mississippi, but fine transcontinental railroads, excellent paved highways, well-operated airplane systems, and palatial ocean liners coming into the harbor from the Atlantic seaboard by way of the Panama Canal, will make any route you may choose a keen delight. Never again will one be able to visit the Northwest with such a small financial outlay, and it is hoped that many will decide that now is the appointed time to see this great America of ours "from sea to shining sea."

A high trust was placed in our state when the National Congress voted to accept Washington's invitation to hold the thirty-seventh annual convention in Seattle. Our 600 loyal associations are working busily and joyously to fulfill this trust and in anticipation of that magic day when Congress leaders will meet here, not as North, South, East, and West, but as a great body of men and women, all actuated by the same unselfish purpose, all striving to do their best for children.

Our doors swing wide to welcome you. Our hands are extended in greeting. We look forward to your coming with joy and we shall serve you with pleasure during your sojourn here. We hope that you may plan to remain after the strenuous convention days and enjoy rest and recreation in this evergreen playground. We hope that you may enjoy sailing on the blue waters of Puget Sound; that you may experience the pleasure of climbing our snow-capped peak which, according to Indian legend, is called "the mountain which is God"; that you may play on the beach sands of the Pacific Ocean and splash in its invigorating waters. If you would see a bit of old England, then plan to spend a day in the two beautiful cities of Western Canada, Victoria and Vancouver. A ten-day trip through the inland seas to Alaska would be an enchanting adventure and a happy finale to the convention of the National Congress of Parents and Teachers.

On behalf of the membership of the Washington Congress, I extend a cordial invitation to you to share with us the inspiration and delights of the next National Convention, May 21 to 27, in Seattle.



Mrs. M. D. Wilkinson

BLANCHE WILKINSON

President, Washington Congress of Parents and Teachers



Drawn by Ken Stuart

THE GREEDY BLACKBIRD

By FRANCES JENKINS OLCOTT

ONCE upon a time, the Blackbird was pure white. One day he saw the Magpie hiding away a store of gold and jewels.

"Where did you get those? How can I get some?" he asked.

The Magpie did not like being found out; but he said:—

"You must go into the depths of the earth, and find the palace of Pluto, King of Riches. Offer to sing to him. For your pay he will let you carry off all the riches you can hold in your beak. You will have to go through cave after cave, each more full of treasure than the last. But you must not touch anything until you have seen the King of Riches and sung to him."

Off flew the Blackbird that was a Whitebird. Down a tunnel, through cave after cave, he flew, until he came to one with silver walls, and piled with silver coin. But remembering what the Magpie had said, he passed on.

Lo! the floor of the next cave was covered with gold-dust, and piled high with gold coin. The Whitebird stood still and looked about him with greedy eyes, then forgetting what the Magpie had said, he thrust his wide-open bill into the gold-dust.

Immediately, with a rush and a roar, a terrible Demon appeared, snorting fire and smoke. He leaped at the Whitebird, who with a shriek of fear, turned and flew from the cave, and out into the daylight again.

But the thick smoke had changed the Whitebird black. And so he is today, while his beak is stained the color of the gold-dust he had tried to steal.

And whenever he sees a boy creeping along a hedge with a stone in his hand, he utters a terrified shriek, for he thinks it is the Demon coming back.

From *The Wonder Garden*, by Frances Jenkins Olcott.
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~ All-Round Health Course ~

THE SIXTH LESSON

FOR STUDY GROUPS, PARENT-TEACHER ASSOCIATIONS, AND INDIVIDUAL PARENTS



PLAYING FOR HEALTH

By CARL L. SCHRADER • National Chairman, Committee on Physical Education

THE NEW PHYSICAL EDUCATION

DIRECT striving for health, like direct pursuit of happiness, is not the surest way of achieving it. The pursuit of health was once a serious job with many folks in the early days of physical education with its formal exercises and gymnastics for the development of the various sets of muscles. Today we achieve even better results by the indirect method of play, and physical education has become largely play motivated, as is so much of general education.

Play has been accepted as an expression of a phase of life which establishes a healthy balance so essential in this day of high-speed civilization. The school has accepted it not only because of its physical outcome, and its aid to growth and development, but because of the medium it presents for the expression of human desires and characteristics. Physical education in general, and play in particular, is primarily an activities program, and no-

where are experiences so human and so true to life as they are in play. As a matter of fact, the true inward character of a person is more vividly revealed by the ethics and conduct he practices in his sports and recreation than by his work. Play, of course, is interpreted in that larger sense which

includes all the activities and hobbies to which human beings may cling for expression. The array of activities and hobbies is extensive and all-inclusive, embracing all the arts, all types of sports, drawing no line of demarcation between the two extremes. Even the most simple existence needs recreation for balance.

Play brings to both young and old a wealth of experience and human satisfaction, whether it be in the playroom, the play yard, or the city park, as a member of an orchestra or a class in sketching, or as a member of the cast of a play. The realm of play is a carefree world where one lives out his inclinations, satisfies his desires, pursues interests already established, discovers new interests, and achieves thereby both growth and re-creation.

1. What does play include?
2. What does health include?
3. Why is play important in the life of the child? Give reasons.
4. What is the relationship between play and health?
5. Is mental stability in the adult related to his earlier play experience?
6. What is the responsibility of the home in the play life of the child?
7. What part has the community in this job of leisure time and recreation?

In this article Mr. Carl L. Schrader collaborated with Mr. J. W. Faust, Chairman of the Committee on Recreation of the National Congress.

February, 1933

Next to the child's hunger for food, his craving for activities is most pronounced and is of equal importance. This craving increases in a healthy child during the process of growth and development. Unfortunately, society puts restrictions on it, and thereby hampers nature's intention and purpose for a full, well-rounded development. Mothers are particularly aware of this activities craving on the part of healthy children, and should realize its meaning. Oftentimes, however, for their own comfort they try to curb the healthy signs of life and growth—they "shush, Johnnie!" There is much more reason for concern when a child is willing to sit quietly for long periods of time than there is when he (or she—by all means) is tearing all over the house playing from cellar to garret, into everything, active as a puppy all the time. This is nature's prescribed course for growing up. As Dr. Dudley A. Sargent used to say, "It is much easier to tame down a wild one than to wake up a dead one." Those of us who have experienced the latter certainly realize the truth of that statement. The craving for al-

most constant activity is a good barometer by which to judge the well-being of a child.

FINDING CONSTRUCTIVE OUTLETS

THE business of the home, school, and community is to see to it that this urge and drive finds outlet in constructive ways. It cannot be suppressed; and unless alluring and constructive outlets are found, it will find its own outlet in harmful ways. The testimony of many juvenile court judges, child psychologists, physicians, and others is colorful with what happens when the constructive way is not made possible and effective. In so far as possible, the home must set up opportunities and facilities that will give the children constructive and interesting things to do for at least part of the day. It is possible in this way to make them feel, without seeming to do so, that the home is more than a place where they are to eat, drink, and sleep, or to dress up to go somewhere else. The home can and must be a place where one can have fun and laughter and sheer nonsense—fun in which the family as a whole can and should enter whole-heartedly.



Courtesy Department of Recreation Camps and Playgrounds, Los Angeles County, California

A wise municipality plans and maintains recreation for all its people

The child of preschool years—possibly up to six or eight years old—should find the major lures and attractions for his recreation home-centered and home-led. From eight years on, however, it becomes increasingly important that he have the socializing experience of taking his recreation with others of his own age, which means that to some extent the influence of the home is slightly diminished.

As much as we parents may regret this disappearance of some of our influence, not to be regained by us, we must be sure—since these influences are so valuable—that they be brought into the lives of our children

by that larger family, the community. This in a measure accounts for the growing tendency of the municipality to plan and maintain recreation for all its people. Next to public education there is no obligation so great as that of planning for wholesome and constructive use of leisure time for all the people. We feel that such a movement and program should be given permanency by being maintained, as are the schools, by public taxation. Private schools, while excellent for those who can afford them, are expensive; so is private recreation. The most democratic and inexpensive method for the maintenance of recreation is the same as that for the maintenance of education—tax support.

UNUSUAL RECREATIONAL NEEDS

THE question of worth while things to do, as recreation in leisure time, has been with us a long time, but it has received a tremendous emphasis during the last year when there has been so much additional leisure forced upon so many people by unemployment and part-time employment. The provision of leadership and recreation for

leisure time becomes of even more vital importance now to meet this increased need and to keep up the morale of our citizens.

This has been an increasing challenge to parent-teacher associations throughout the country, and they have made outstanding contributions in many places, first by maintaining the standards of leadership, and second, by working to increase facilities and leader-

ship where needed and by volunteer services and funds. Their work becomes particularly important at this time, also, because idleness gives room for brooding and leads toward the undermining of health. It has well been said that "the

health of the people is the wealth of the people." This becomes increasingly true and significant when we enlarge upon the meaning of the word health and include in it, as we should, the state of mental health. The right sort of recreation serves as a stabilizer. It gives opportunity to free the mind of monotony and allows it to run in other than the humdrum channels of day upon day.

THE MORALE OF NORMAL PLAY

IT is interesting in this connection to note that in a study made by one of the large insurance companies of the country of 25,000 cases of nervous breakdown between the ages of forty and fifty, over 80 per cent of them showed an absence of normal play life in youth. Dr. Thomas A. Storey in his *Principles of Hygiene* says, "There is a good deal of collected evidence in the records of abnormal psychology and of psychiatry to the effect that the mental diseases of maturity are in large part products of deficient or defective play life during the formative periods of infancy, childhood, and youth."

"Play is to youth the essential part of education. It is nature's prescribed course. School is invaluable in forming the child to meet actual social opportunities and conditions. Without the school he will not grow up to fit our institutions. *Without play he will not grow up at all.*"—JOSEPH LEE

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California

y, 1933

It has often been demonstrated that morale is best maintained and regained when individuals get out of themselves and engage in some task which calls on the functioning of the whole human self: body, mind, and soul. To express oneself it is necessary to have a medium of some sort. Skill in tennis or horse-shoes or golf, in painting, in carpentry or sculpturing, or in any of many other creative activities is the most serviceable vehicle. The whole point is doing the thing oneself, and not sitting on the side lines and watching others do. In other words, it is participation and not looking on which brings to us the satisfaction, the improved morale, and the spiritual growth that we so much need.



Photograph by D. Warren Boyer
The expression on this boy's face shows what the wise use of leisure will do for the spirit

along a unified front—this question of leisure and what we shall do with it. The National Congress of Parents and Teachers is making a real contribution toward the solution of this problem, but our work has just begun. We have a growing obligation to create a public opinion which will make possible to our generation a preparation for leisure which will result in urges and desires directed toward safe and intelligent forms of constructive recreation. Staunch character results from experienced activity. In other words, sound character is built by the exercising of sound character traits, and play and recreation

under the finest leadership give the maximum opportunity for exercising such traits.

WHAT TO DO WITH INCREASED LEISURE

YOU have seen by the press the drive which is being made for the five-day week and the six-hour day. This may mean even a larger increase in leisure. It becomes the great challenge of our present civilization—this question of what we should do with our leisure time. We learn from history that nations have deteriorated because of the misuse of leisure time. We know that we as a nation have the possibility in this increasing amount of leisure that is ours for the using, of achieving cultural and spiritual heights never before possible to us. We face an important phase of civic duty which we believe is being increasingly faced by many national agencies

A BROAD VIEW OF HEALTH

HEALTH also has a larger meaning. The idea that it constitutes a condition of not being sick abed is far too narrow. It means also a healthy personality, proper social attitudes, and sound traits of citizenship. To play solely for the sake of physical well-being is antiquated, and would relegate play to the medicine shelf, but when play is sought for its joyousness and fun there is thrown in as a bonus these various forms of health. Of course, play may well become an evil, as can other good things which are overdone. "To play a good game of tennis is a sign of a gentleman; to play too good a game of tennis is a sign of an ill-spent youth."

The rapid march of a mechanized civilization with its ever-increasing leisure has forced a need for this provision of recreation upon us. The leisure of ancient Greece was had at the cost of slave labor, and not quite two centuries ago one could find other aristocracies which commanded leisure at the expense of others' work. The mass of people were kept out of mischief by long hours of work. Now all share in this blessing of leisure. But to have it really become a blessing, intelligent preparation and leadership must be made available. One is apt to conclude from the showy recreation in evidence here and there that this provision is generous and general. In reality the need is still a great one, particularly where the home influences are most depressing. If the happiness and contentment of a people are the measure for a successful government, then there must be an investment by the people in sources of leadership for this happiness and contentment.

P. T. A. FORMS PUBLIC OPINION

THERE remains much to be done in order to house the people properly, to edu-

A FEW PROJECTS

1. See that your children have opportunities and facilities for unhampered play activities.
2. Plan leisure-time activities in which the entire family can take part.
3. If adequate playgrounds are not already provided in connection with the schools in your community, urge the school board to provide a play space which can be used for this purpose even though at the present time they may not have the funds to provide expensive play equipment.
4. Try to get at least one playground established in your community for the summer months. Elaborate apparatus is not necessary, but a large lot should be provided, and a supervisor to direct activities.

cate the people, and to prepare for and provide recreational outlets for participation in the constructive and satisfying things of life. Public opinion and understanding concerning these basic factors of successful living can bring about the necessary staging of such a program. To create this public opinion—this greater consciousness—must be one of the general objectives of all service organizations, in which group the National Congress of Parents and Teachers occupies an increas-

ingly important and strategic place.

SUGGESTED READINGS

Faegre, Marion L., and Anderson, John E. *Child Care and Training*. Minneapolis: University of Minnesota Press. \$2.00; paper-bound, no illustrations, \$1.25 plus 10 cents postage. Chapter XIV.

Lee, Joseph. *Play in Education*. New York: Macmillan. \$1.80.

Rogers, James E. *The Child and Play*. New York: Century. \$2.00.

(The seventh article in this study course on All-Round Health, given under the direction of Dr. Ada Hart Arlitt, Chairman of the National Committee on Parent Education, will be "Why Hurry?" and will appear in the March issue.)

BULLETIN BOARD

February 8-14—Boy Scout Week

February 23-25—Annual Meeting, National Vocational Guidance Association, Minneapolis, Minnesota

February 25-March 2—Sixty-third Meeting, Department of Superintendence of the N. E. A., Minneapolis, Minnesota

CHILD WELFARE

*The Official Magazine of the National
Congress of Parents and Teachers*



THE GRIST MILL

The Objects of the National Congress of Parents and Teachers are:

FIRST, To promote child welfare in home, school, church, and community; to raise the standards of home life; to secure adequate laws for the care and protection of children.

SECOND, To bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child, and to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, moral, and spiritual education.

—From the National By-Laws, Article II.

FEBRUARY—the month when we celebrate Founders Day and dwell in loving memory on the far-sighted, generous women who first had the vision which made possible the National Congress of Parents and Teachers. The *Parent-Teacher Program* for this month, which appeared in the January *CHILD WELFARE*, outlines a program which is especially suited to the observance of Founders Day.

Next to our Founders we recognize those who were associated with them in early Congress days, many of whom are our honorary National officers. We take a great deal of pleasure in introducing to our younger members nine of our honorary officers. Their pictures appear on pages 308-9.

ON CONGRESS MEMBERSHIP

IT is theoretically admitted that parent-teacher associations are more needed at present than ever before since the Congress was organized in 1897. It is also acknowledged that never before have parents and teachers united so effectively to maintain high standards in home, school, and community, to the end that children may not suffer, and may have opportunities for growth.

The Congress is made up of nearly a million and a half volunteer workers. It employs a small secretarial force to maintain headquarters and to keep the organization machinery moving. It is almost entirely dependent for funds on its low membership fees of five cents a year for National dues, and five cents and upwards for state dues. Without dues neither the National nor state Congresses could function, even with the volunteer service which is given.

And so it is somewhat disheartening to hear of school officials who are urging that the associations connected with their schools withdraw state and National memberships in order that the money payable in dues may go to swell relief funds for needy children in their schools.

In such cases the members must balance the lasting benefits which will come to their own communities from association with a great national organization over against the temporary relief which their ten to twenty-five cents a year will give, and refuse to be unduly influenced in their decisions. If all school officials were to commandeer state and National, as well as local, dues the directive, educational force of the Congress which has been instrumental in forming and guiding tens of thousands of parent-teacher

associations would be seriously handicapped.

The Congress has many projects. Among them is this magazine through which its members and society in general are kept posted about parent-teacher activities and possibilities. There is a wide variety of sound and helpful publications to be had which give excellent advice on many types of educational problems, but outside of CHILD WELFARE there is no magazine which deals professionally with the special problems of parent-teacher technique.

CHILD WELFARE is the only official magazine of the one national organization which has been specializing in cooperative education for thirty-six years.

Without the experience and backing of the Congress with its large membership of volunteer workers, its secretarial service, its freedom from political, commercial, racial, and religious bias, CHILD WELFARE would not be possible. Without the best of professional advice, the help of hundreds of parent-teacher experts, and the services of an unpaid editor and editorial board, CHILD WELFARE could not, at its present low subscription rate, make available to its readers the best information which the country affords on the subject of child training and on P. T. A. technique.

And all of this is merely to show that loyalty to the great cause carried for so many years by the followers of Mrs. Birney and Mrs. Hearst, our Founders, demands that with ever-increasing zeal, and in proportion as needs of childhood increase, as burdens grow heavier for our volunteer workers, and as the vision of usefulness to the next generation clarifies—we shall seek to strengthen the membership of the National Congress of Parents and Teachers.

A SILVER LINING

MUCH is being said for and against curtailment of school expenditures. No one objects to a reduction of school budgets, provided the savings result from careful

buying, elimination of waste, and a thrifty use of school time, service, and equipment. On the other hand, all parents and teachers who are sincerely furthering the development of children wish to retain every modern facility which is safeguarding the health of boys and girls, such as the school nurse, physical education, and supervised playgrounds. They wish also to retain all of those so-called "fads and frills" which are distinctly related to useful citizenship and to the joy of living in this twentieth century, even though it may be necessary to relegate to a departed past some of the cut-and-dried educational features which are hang overs of nineteenth century progress.

School patrons and school officials alike are thinking critically about essentials and nonessentials in school as well as home education. The silver lining of financial emergencies is being polished to unusual brilliancy by those who are now forced to see large things large and small things small.



Those who go to Seattle through Montana may see this section of the Roosevelt Highway and Flathead River



MRS. WILLIAM F. THACHER
Treasurer, 1914-1917



MRS. DAVID O. MEARS
Vice-President, 1905-1923



MRS. EDWARD T. STOTESBURY
A Generous Supporter

HONORARY

of the

NATIONAL CONGRESS OF PA



Photo by Harris U.
MRS. ARTHUR A. E.
*Corresponding Secretary,
President, CHILD WELFARE
1915-1926*



MRS. H. N. ROWELL
Treasurer, 1917-1926

Also:

MRS. WILLIAM T.
MRS. JOSEPH MURPHY



ARY OFFICERS

of the OF PARENTS AND TEACHERS



Photo by Harris & Ewing
ARTHUR A. BIRNEY
Leading Secretary, 1908-1917
nt, CHILD WELFARE CO.,
1915-1926



Photo by Majzenc
MRS. ORVILLE T. BRIGHT
Vice-President, 1911-1917



MRS. FREDERIC SCHOFF
President, 1902-1920



MRS. FRED DICK
Vice-President, 1914-1923



MRS. ELLA CARUTHERS PORTER
Member of National Board
Since 1897

Also:

MRS. WILLIAM T. CARTER
MRS. JOSEPH MUMFORD



~ A Parent-Teacher Program ~

FOR MARCH



VI. WHAT THE COMMUNITY OWES THE CHILD

No matter how faithful and careful and loving parents and teachers may be in their training and care and guidance of children, they cannot alone prepare the "citizens of tomorrow" to take their proper place in the world. The community as a collective unit plays a very large part in the training of future citizens. We have long recognized the influence of the press, the movies, and other factors on our young people. We must consider also the influence of neighborhood relationships, of community industries, of provisions for health and for recreation. We feel very noble and righteous when we rant and rave about "horrible" movies and harmful health, industrial, or recreation conditions in our communities. But what shall we do about them? The following program is designed to stimulate groups to constructive action along these lines. With a close look into community conditions, the discussions can be developed in an interesting manner without the use of the references listed, but we have recommended a few for those who wish further help. This program will be of particular interest to Legislative, Juvenile Protection, and Citizenship committees.

THE single home can be considerably helped or hindered in the performance of its function by the conduct of other homes, and especially by the collective conduct of the whole community, state, or nation."—HENRY NEUMANN in *Lives in the Making*

COMMUNITY SINGING OF FAVORITE SCHOOL SONGS

(If the meeting is held in the afternoon, a demonstration of the work of music classes in the school may be given, the children singing one or two numbers.)

BUSINESS MEETING (15 minutes)

- a. Consider matters of business which have not been referred to the Executive committee, or which have been referred by the Executive committee to the general meeting with recommendations to be voted upon.

- b. Reports of committees working on projects.

GENERAL FEATURES (15 minutes)

Excerpts from messages of state and National presidents. (See current numbers of state bulletin and CHILD WELFARE.)

Brief talk by playground director, or police matron, or public health official.

MAIN PROGRAM (30 minutes)

(In charge of chairman of Program, Juvenile Protection, Legislation, or Citizenship committee.)

Talk by a teacher: **Bills before the U. S. Congress and the State Legislature which Are Framed for the Protection of Children.**

(Write to United States senators and representatives from your state and district, and to

our state legislators, for copies of such bills. The talk should explain how the passage of bills pending would promote or retard the cause of juvenile protection.)

"For every child a community which recognizes and plans for his needs, protects him against . . . moral hazards . . . provides him with safe and wholesome places for play and recreation; and makes provision for his cultural and social needs."

—THE CHILDREN'S CHARTER

References

CONGRESS PUBLICATIONS: "Legislation" and "Juvenile Protection" leaflets.

CHILD WELFARE:

"The P. T. A. at Work." October, 1932, p. 100.

"A Wise Economy in Education." Charl Williams. May, 1932, p. 531.

"To School or to Work?" Alexander Morrison. January, 1932, p. 265.

"Employment and the Child." Lillian M. Gilbreth. February, 1931, p. 326.

General discussion, led by a parent, of various ways in which the community as a whole affects the lives of its children.

(Points to develop: the responsibility of industry to youth, the influence of community morale, of the school, the press, the movies, of organized opportunities for recreation, of the church for the character growth and development of the child. Looking at the community in which you live, discuss desired changes which could be brought about through action of the P. T. A.)

"Apartment life and its consequences, the restriction of the physical arena of family life, the easy access of outside influences through news, the automobile, and the radio, constitute community influences which perhaps play a larger part in the

life of the individual than any that have existed before."—*The Delinquent Child*

References

See above.

Mason, Martha S. *Parents and Teachers*. Boston: Ginn and Company. \$2.00. Chapter IV.

Neumann, Henry. *Lives in the Making*. New York: Appleton. \$3.00. Chapter IV.

White House Conference on Child Health and Protection. *The Delinquent Child*. New York: Century. \$3.50. Pp. 34-53, 193-345.

CHILD WELFARE:

"Playing for Health." Carl L. Schrader. This issue, p. 301.

"Better Movies." Catheryne Cooke Gilman. January, 1933, p. 241.

"Movies and Life." Mary Lue Cochran. April, 1932, p. 455.

SOCIAL PERIOD

Visit exhibit of posters showing some of the evils of child labor (National Child Labor Committee, 331 Fourth Avenue, New York City); some of the chief causes of accidents (National Safety Council, 1 Park Avenue, New York City.)

PROJECTS

1. Assemble the posters for the Social Period exhibit from Child Labor Committee, and National Safety Council.
2. Make a study of conditions in your community which affect the welfare of children. Work for the improvement of those conditions which are unwholesome.
3. Work for the passage of approved legislative bills, national and state, which affect the welfare of children.
(Refer projects to appropriate committees and ask for reports of progress at later meetings.)

THE good work done by the National Child Labor Committee in the past 28 years has helped to cut in half the number of child laborers. But last year, with millions of family bread-winners tramping the streets, there were 3,300,000 children, from 7 to 17 years, inclusive, out of school. At least 1,000,000 of them should be taken out of jobs needed by adults and put back in school.

S. PARKES CADMAN

A Parent-Teacher Program for April: "Spiritual Values in the Arts"—to be published in the March issue of CHILD WELFARE

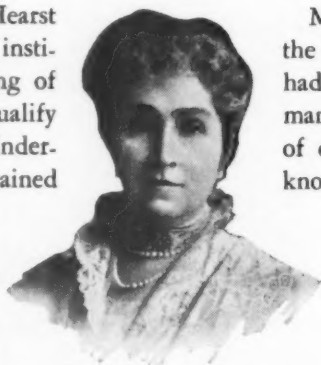
THE PHOEBE A. HEARST KINDERGARTEN COLLEGE

By LUCY WHEELOCK

IN 1897 Mrs. Phoebe A. Hearst founded in Washington an institution for the superior training of young women desiring to qualify for professional work as kindergartners. This school was maintained for eight years. During this period, 173 students were enrolled. In 1897, the opening year, there were five students. In 1904, the last year, forty were entered.

Miss Harriet Niel was principal of the school during its eight years of existence, assisted by such leaders as Miss Susan Blow, Dr. William T. Harris, Denton J. Snyder, Glidden, and Miss Fisher. Single lectures were given by Nicholas Murray Butler, Hamilton Mabie, and other notable speakers.

Important teaching positions have been and are held by graduates of this school. Miss Catherine Watkins, Supervisor of Kindergartens in Washington, D. C., is a distinguished alumna. Miss Alice M. Parker conducted a training school in Richmond, Virginia, and later in Pittsburgh, Pennsylvania. Teachers were sent to California, Colorado, Virginia, Wisconsin, Rhode Island, and South Dakota, a wide distribution which radiated the influence of the school and extended its ideals.



Mrs. Phoebe A. Hearst

Mrs. Hearst, like the founder of the kindergarten, Friedrich Froebel, had a vision of a regenerated humanity, created by a new generation of children trained to believe and know themselves as part of "a member-whole." The training school she established and financed was her contribution to this cause.

In *The Pioneers of the Kindergarten in America*, published by the Century Com-

pany, Nora Smith writes of these leaders thus:

The growth of the kindergarten in this country was like the lighting of watch-fires on the hills from east to west, calling the clans to battle. The blaze which our beloved and revered Elizabeth Peabody kindled in Massachusetts was seen and answered from a hundred heights, here and there, across the land, and by and by a splendid flame soared upward in California. Eager eyes to watch it and eager hands to tend it were never wanting then, and that they still are to be found is proved by the latest statistics on the growth of Froebel's theories of education in the United States, which show that California leads the van in the increase in number of its kindergartens per year.

The watch-fire kindled in California by Kate Douglas Wiggin and Mrs. Sarah B. Cooper lighted the torch with which Mrs. Hearst helped to light many communities by the enthusiastic work of her graduates. That torch is still held aloft to make a surer pathway for many feet.

MINE TO SEE

By GRACE MINER LIPPINCOTT

Connecticut Congress of Parents and Teachers

From out the great Eternal, I reach to
take my own.

Every little child I see, I place upon a
throne.

To the vast unknown I raise my eyes,
seeing no cult or creed;

The gift of life with visioning thought
fills my greatest need.

I can and I will are written in every
luminous ray.

May the world be safer for children be-
cause I live today.

PLANS FOR FOUNDERS DAY IN IOWA

IN February every radio program in Iowa will tell of the early history of the National Congress and will give an account of the outstanding accomplishments of the organization. During the first two weeks in the month special tribute will be paid to an Iowa woman, Mrs. David O. Mears (Mary Grinnell), whose parents were early settlers in Iowa, and whose father founded the town and the college which bear his name. The programs given during this period will be taken largely from the recently published book, *Through the Years*, which has been compiled from the diaries, letters, and personal reminiscences of Mrs. Mears.

On February 18, Station WOI, at Iowa State College, Ames, Dr. R. A. Hughes, president of the college, is expected to present an address, "Woman's Influence in the Two Biggest Businesses in the World, Homemaking and Agriculture." His address will be preceded by an historical account of parent-teacher work to be given by Mrs. R. K. Bliss, who will be introduced by Mr. W. I. Griffiths, state Radio Chairman, and a former student of Grinnell College.

On February 13th, at 8.00 P. M., over Station WSUI, at the State University at Iowa City, Dr. Bruce Mahan, Director of the Extension Department of the University, and second vice-president of the Iowa Congress of Parents and Teachers, will give an address on "The Pioneer Woman in the Field of Education."

On February 6th, at 2.15 P. M., from two stations of the Central Broadcasting Company, WOC, Davenport, and WHO, Des Moines, Dr. John Nollen, president of Grinnell College, will broadcast an address in which he will pay special tribute to Mrs. Mears and to her father and mother. His address will be called "Through the Years."

—MRS. BERT MCKEE



Mrs. Theodore W. Birney

ALICE McLELLAN BIRNEY

By CHRISTINE PARK HANKINSON

President, Georgia Congress of
Parents and Teachers

The shadow-lace of slowly falling day
Lay everywhere
About the place. All suddenly a cry
Rang on the air.

As suddenly, a mother ran to meet
The sound. Her face
Was blanched with fear. She knew her
baby's cry,
And sought the place.

Ah! Need I say she staunched the flowing
wound?
And how? Or why?
'Twas nature's mother-heart responding to
A baby's cry.

Another cry was heard. No ear was tuned
To hear the sound.
Yet, lo! A mother-heart, that mothered three,
Was on the ground

With flying feet, and staunched the wound.
I think
The Master smiled
In holy benediction, as she served
"The other child."

Are You Posted on Committees?



DEPARTMENT OF HEALTH

THE Department of Health is fortunate this year in that it retains its personnel for the next two years for the Congress.

The department is composed of the director and four committees—*Child Hygiene*, *Mental Hygiene*, *Social Hygiene*, and the *Summer Round-Up of the Children*—so that the field of health is covered quite carefully through definite, well-considered, and readily adaptable health plans, suitable for the use of state and local programs.

The department is striving to build into the lives of boys and girls those basic fundamental principles of health which will make strong, physically fit bodies, develop correct mental attitudes, promote wholesome understanding and fine ideals in sex conduct, and send every child to school for the first time free from all remediable physical defects.

The Congress theme for the current year, "Safeguarding Children Through This Crisis," is of paramount concern to the committees of this department which so vitally touches the health and growth of children everywhere. It is a well-known fact that health interests suffer most keenly through this period of industrial, economic, and social readjustment, because they are the first to feel the effects of unwise economy measures.

The *Committee on Child Hygiene*, Miss Mary Murphy, chairman, needs no introduction to Congress members, for Miss Murphy has served faithfully and well in this field. She directs the Elizabeth McCormick Foundation in Chicago, in which capacity she has done outstanding work in health education.

The new plan of this committee is divided into five heads—Community Health, Maternal and Infant Welfare, Preschool Child, The School Child, and Health and Nutrition in the Present Crisis. In addition to the objectives and interests developed during the past, this committee actively furthers the campaign of the Summer Round-Up.

The *Committee on Mental Hygiene* has as its chairman Dr. George K. Pratt, of the National Committee for Mental Hygiene. It plans to stimulate the organization of study groups, to encourage reading courses on parent education, and to further an educational program through state bulletins and the press.

Dr. Pratt has written for CHILD WELFARE MAGAZINE articles on behavior problems and how to meet them, and the popular monthly pages on what is and what is not mental hygiene. These are being widely used in study classes.

The *Committee on Social Hygiene* is under the chairmanship of Mr. Newell W. Edson, of the American Social Hygiene Association. Mr. Edson is a writer and lecturer of note. He was formerly a teacher of boys. One of the aims of this committee is to encourage parents in the wise selection and study of such books as will aid them in the best interpretation of life experiences to their children. It especially stresses definite programs adapted to the needs of state and local groups, the formation of study groups, and the giving of information to Congress members through simple, clear statements in state bulletins and other publications. It urges that the subject of social hygiene be

given a place on all state, district, and council programs through talks, conferences, discussions, and roundtables.

The far-reaching scope of this committee is evidenced by the fact that over 80,000 members were reached in talks and addresses last year, and over 500 personal conferences held. Mr. Edson says, "Where the depression has forced overwhelming anxieties, insecurity in home life, or a bitter struggle for mere existence, our children and youth tend to succumb more easily to lower ideals of conduct or to personal exploitation. The present emergency has brought to the fore the need to safeguard growing boys and girls by wholesome understanding and fine ideals about sex conduct and its direct bearing on happiness in love and marriage and family relations."

Mrs. Margaret Wells Wood, Mr. Edson's associate chairman, is field secretary for the American Social Hygiene Association. She has worked in almost every state in the union, many times returning for the fifth and sixth time, and she has been outstanding in her work with girls and boys and their parents.

The Summer Round-Up has had for its director for the past two years Dr. Lillian R. Smith, of Michigan. She has served as

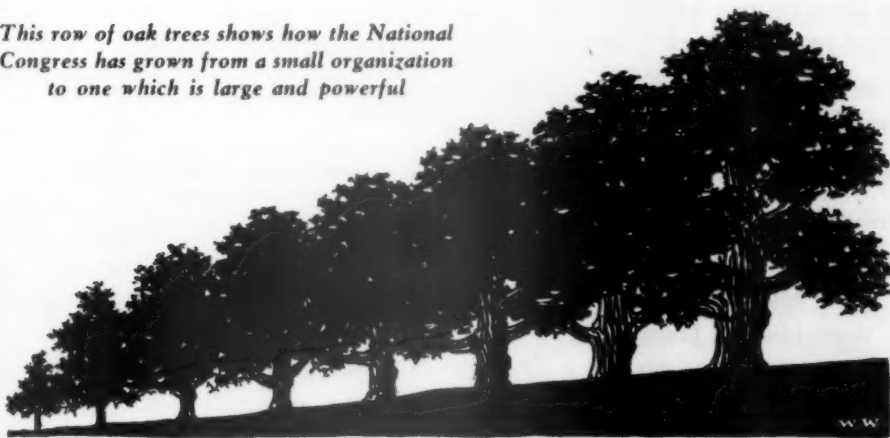
the state chairman of the Round-Up and is now the director of the Michigan state department of health.

Under the able direction of Dr. Smith the *Summer Round-Up* is reaching an enviable place among the activities of the Congress. Each year sees an increase in the number of units enrolling, the number carrying through, and a greater percentage of children immunized against diphtheria and vaccinated against smallpox. The director estimates an increase this year of over 40 per cent. The new folder "Why Your Child Needs a Health Examination" is proving an invaluable stimulus.

Serving with this committee is an advisory committee composed of the heads of the most prominent health organizations in the nation. The committee meets once each year and drafts the plans of the Summer Round-Up. However, this work has become so organized that its plans regarding periodic medical examinations from birth onward, and its slogan, "A campaign to send to the entering grade of school or kindergarten a class of children as free as possible from remediable defects," are now well known to the Congress membership.

ALBERTA FERGER, *Director,*
Department of Health, N. C. P. T.

This row of oak trees shows how the National Congress has grown from a small organization to one which is large and powerful



FOOD AT LOW COST

By LUCY H. GILLETT

WHEN EVERY CENT MUST BE WELL SPENT FIRST BUY

Milk	Bread and Cereals	Vegetables and Fruit	
Fresh or Evaporated; or any form of in- expensive whole milk	Whole wheat bread Cornmeal Other whole grain cereals (dark) such as oatmeal	Potatoes Cabbage Carrots Onions Spinach (canned) Turnips (yellow) Beans and peas (dried)	Tomato (canned or fresh) Bananas Prunes Oranges (when 1c or less)

THRIFT SUGGESTIONS

1. A tall can of evaporated milk with an equal amount of water added is as good for children as one quart of pasteurized whole milk. Evaporated milk may be used in soups, desserts, cocoa, and to drink.
2. Four pounds of potatoes may be used in place of one middle-sized loaf of bread.
3. Day-old bread is better for children than fresh bread, and costs less.
4. Eat some raw fruit or raw vegetable every day. Try chopped raw cabbage with grated raw carrots. Red cabbage has more iron than white cabbage.
5. Use the water in which pared and leafy vegetables are cooked for soup stock.
6. In place of meat use cheese, fish, or dried beans, dried peas, or lentils. Soak these dried vegetables twelve hours so they will cook in less than one hour.
7. Tomatoes are often used as vegetables but they are fruit and, fresh or canned, they may be used in place of oranges.
8. Buy food loose instead of in boxes whenever possible because it is cheaper.
9. Remember—
Milk,
Bread and Cereals,
Vegetables and Fruits,
Will help to protect Health.

Copyright by the American Child Health Association.

THE PUBLIC HEALTH NURSE AND THE P. T. A.

HOW TWO LARGE NATIONAL ORGANIZATIONS
COOPERATE FOR THE GOOD OF THE CHILDREN

By EVA F. MacDOUGALL, R. N.

Director, Division of Public Health Nursing, Indiana State Board of Health

A PUBLIC health nurse writes that in a small community in her county a number of toilets in the public school could not be flushed but were continued in use. In the shower room urinals were not provided, so the boys were using the floor. The girls, who had to use the same room, became indignant at this disagreeable state of affairs and refused to take showers either before or after going to the gymnasium even though the teachers were giving them cuts in their class work for this violation of rules.

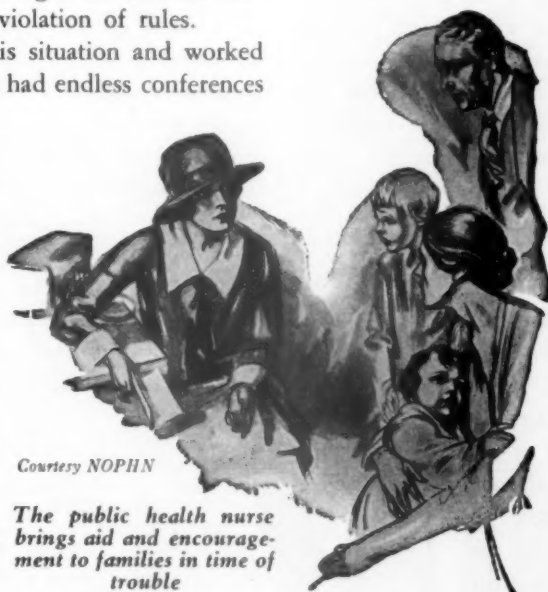
Who observed this situation and worked to remedy it? Who had endless conferences with the teachers, the principal, and the trustees? Who prevailed upon the county health officer to confer with the trustees about it? The public health nurse. This all took time, and conditions did not improve. Things looked hopeless. What group finally got busy molding public opinion toward correction of the situation after the matter had been presented to them by the nurse? The local parent-teacher association. The matter was discussed at its meeting. Members individually talked about it in the neighborhood

and so stimulated mass action that pressure was brought to bear on the trustees and conditions are at last being improved. The public health nurse and the teachers alone could not have been effective; the parent-teacher association alone might not have known about the toilets. It took the combination of all these forces to get real action.

"I don't know how we'd have been able to put on the Summer Round-Ups which we've had for the past four years without the help of our public health nurse," said the chairman of the Health committee of one of the many parent-teacher associations in a populous county.

This mother says that in her community she and the two other members of the Health committee go into the schools early in the sea-

son. From the pupils and the teachers they get the names of children who are planning to enter school the following fall. They also visit neighbors and others in the district who have preschool children but no children in school. They work up



Courtesy NOPHN

*The public health nurse
brings aid and encourage-
ment to families in time of
trouble*

the interest of the whole community in the Round-Up. A month later the pediatrician recommended by the local medical society (the nurse has nothing to do with this choice) examines the children who have been brought to a central place by their parents and, in some cases, by the transportation committee. The public health nurse assists the examining physician, and after the clinic goes over the records with the principal and the Health committee of the P. T. A. Families with children who have the more severe or unusual defects are assigned to the nurse to visit, others to the members of the Health committee. All summer work is carried on to get defects corrected so that in the fall check-up the little tots about to enter the first grade will be 100 per cent free from remediable defects. In one instance the six-year-old son of a poor widow had badly infected tonsils which the physician said were a great menace to his health. There was no other way, so the nurse arranged for an operation and the chairman of the Health committee advanced the doctor's \$10.00 fee which the mother paid back by doing the chairman's washing at \$1.50 per week.

The public health nurse assigned to this district is emphatic in stating that she and the teachers could have got scarcely any results in the correction of defects without this live-wire Health committee and the active cooperation of

The silhouettes used with this article were made in connection with the program for posture correction carried out by the Erie, Pennsylvania, Parent-Teacher Council and the Visiting Nurse Association (see *CHILD WELFARE*, December, 1932, p. 205).



Before . . .



and after treatment

the P. T. A. that stood behind them.

AT the Health Conference which was part of the general program of the 1931 Convention of the National Congress of Parents and Teachers, Lillian R. Smith, M.D., National Summer Round-Up Chairman, advised parent-teacher associations not to make the public health nurse the chairman of the Round-Up committee. She may be a member of the committee, but the whole responsibility for the success of the campaign should not rest upon

her shoulders. A public health nurse whose community was successful last summer in its Round-Up was asked why she accepted the chairmanship of this committee. She replied: "I became general chairman as a result of an 'extraordinary circumstance.' The superintendent of schools would consent to the pre-school Round-Up only on condition that I be made general chairman. However, I realize the inadvisability of my chairmanship and now that our Round-Up is pretty well established someone else is to be asked to be chairman this year, and the nurses will assist with the actual work just as in the past."

It would be interesting to know how many public health nursing services over the country were started by parent-teacher associations. Sometimes a nurse from the Division of Public Health Nursing of the Indiana State Board of Health is asked to come out to some community and speak before a parent-teacher group about the employment of a public health nurse. Instances

come to mind in which the parent-teacher council of a community has brought such pressure to bear on the superintendent of schools that he just had to add a public health nurse to his staff of teachers. Parent-teacher associations in many of the counties in the drought area of southern Indiana contributed toward the transportation and supply expenses of public health nurses whose salaries were paid by the federal government acting through the State Board of Health. Some organizations could only give \$2.50 per year but they were eager to do their bit. In one of these counties ten of the parent-teacher associations materially assisted the county tuberculosis association and the county chapter of the American Red Cross to finance the nurse after federal funds were withdrawn.

THERE is some danger, however, when parent-teacher associations stimulate interest in public health nursing if they do not know what the qualifications of a public health nurse should be. Three years of hospital training does not qualify a nurse to do public health nursing. She must be a teacher, and in many cases supervise the other teachers in health education; she must know the science of social work. She must have some knowledge of all phases of public health. If your state board of health cannot furnish you with a copy of "Minimum Qualifications for Those Appointed to Positions in Public Health Nursing," you can obtain one by writing to the



Before learning how to "stand up straight" at the posture clinic . . .

munize 103 children with the help of the public health nurse and the Health committee. The success of this effort so impressed the health commissioner that he prevailed upon the county commissioners to employ a physician to immunize the first- and second-graders in all the county schools each year. Needless to say, the public health nurses play an important part in making the arrangements. In this case the parent-teacher association gave the demonstration in preventive health work for the official health agency.



and after

National Organization for Public Health Nursing, 450 Seventh Avenue, New York City. "Objectives in Public Health Nursing," which should be familiar to alert P. T. A. officers, can be obtained from the same source.

Four years ago one P. T. A. Health committee conferred with the county health commissioner and the public health nurse about an immunization clinic. The health commissioner furnished small-pox vaccine and diphtheria antitoxin and the P. T. A. employed a physician to come to the school and im-

HERE are a few quotations from different public health nurses to show the variety of ways in which parent-teacher associations are assisting the teachers and the public health nurses in health promotion among the children:

"At our school the parent-teacher association prepared a new health room for the public health nurse, painted it white, and equipped it with a first-aid cabinet, scales, desk, etc."

"Each parent-teacher association has a Welfare chairman and in the past years what would we have done without her? The public health nurse, getting into the homes so often, finds the needs. She refers cases to the chairman, and she and her committee furnish food and clothing. Just now the need for stoves and flatirons is being cared for by this group. In schools in which it is necessary to feed children, the nurse and the parent-teacher Welfare committee select the undernourished children and many home calls are made by these workers. In several districts the parent-teacher associations have loan funds for the use of the nurse in getting glasses, having tonsils removed, and seeing that other defects are corrected."

"We recently had a little girl staying out of school because she did not have food to bring to school for lunch. We notified the parent-teacher association Health chairman of her school who made arrangements for the child to receive a free lunch at school."

"The members of the parent-teacher association and I work together splendidly. I could not get along without them; no matter what I ask them to do in regard to the health and welfare of the children, they act at once."

"In several of the schools the Health committees of the parent-teacher associations weigh the children. In one school, especially, they watch the children very closely and try to find why children fail to gain weight, or why they lose weight over a period of time. This group is especially tactful in making home visits; in no instance have I heard of a family resenting their visits."

One association assists the public health nurse and the local dental society in sponsoring a dental clinic. All the parent-teacher associations in another county helped the public health nurses to establish flourishing infant welfare conferences.

Several parent-teacher associations have successfully interceded with school boards and county commissioners to keep public health nurses in these trying times when all community expenditures are being drastically cut.

A prominent parent-teacher state officer suggests that the public health nurse be an active member of some parent-teacher association, a member of the P. T. A. council, and a member of the council's Program committee; that in local parent-teacher associations she should be one of the advisors when the health programs are planned.

To sum it all up, the public health nurse is probably most useful to parent-teacher associations in interpreting the health needs of the school, which she has determined from her own observations; from interviews with teachers, local physicians, and dentists; from constant contact with the local health department; and from her experience in assisting the school physician, if there be one. Knowing the resources of the community as she does, she can be helpful in advising parent-teacher associations as to the most effective ways of meeting these needs.

The purpose for the existence of parent-teacher organizations is "to promote the interests of children, individually and collectively." The aim of school teachers is to prepare children for wholesome living. The objective of public health nurses is "the satisfactory adaptation of individuals to an environment that makes health possible." Note the unity in aim of these three great forces working in the school and community. How could there be anything but interdependence and cooperation among them? A health authority said not long ago at a great public health meeting that the three main influences in the health education of children are the parents, the teacher, and the public health nurse. Through their active cooperation this influence is widely felt and will be felt for many years to come.



Edited by HELEN R. WENTWORTH • 143 Cliff Road, Wellesley Hills, Mass.

VARIED EFFORTS IN PARENT EDUCATION

Texas

The South Park District of Beaumont is almost wholly industrial. It is on the outer fringe of the city, remote from the business district. The depression had got in its work. Even the bargain movie became prohibitive by reason of price plus car fare, and membership in most organizations had to be dropped. People found themselves the victims—or beneficiaries—of enforced leisure. It was here that the parent-teacher association got to work, for the inspiring National Convention had firmly implanted the idea that there was need for parent education.

The superintendent of schools wholeheartedly supported the entire program. The home economics teachers volunteered their leadership. The board of education purchased books bearing on parent problems. CHILD WELFARE was generously drawn upon for suggestion and guidance. The wife of the high school principal, a mother and ex-teacher, offered her services as a leader. Courses were carefully outlined and mimeographed. Newspaper publicity was given generously and an announcement of study groups sent to parents.

With the sounding of the bell at nine o'clock for the first Tuesday class, forty mothers answered "present" in the home economics classroom. They met on the bell and were dismissed on the bell, a schedule which appealed to those who had home responsibilities.

A second group followed the same procedure on Thursday afternoon. One two-

hour meeting a week for a period of six weeks comprised each course. With every session the attendance increased.

Appealing requests began to come for a similar group for fathers, so such a group was organized with the high school principal as leader. Of necessity, fathers met in the evening. Forty-five of them attended the first meeting; sixty, the second; and eighty, the third.

The culmination of the experiment was the "commencement" program in December, when certificates were awarded to all who had attended five out of the six meetings. The 120 "students" were called to the platform. Only one man failed to appear for his certificate, and he remained at home to care for the baby so that his wife might "graduate."

A Red Cross nurse offered to give a course in "The Care of the Sick," and thirty-five mothers carried on this course; it lasted until two weeks after the closing of school in May. Mothersinger groups were also organized and instructed.

After the Christmas holidays, the superintendent announced his plan for continuing the work with a "Tuesday Night School." He enlisted the cooperation of his Junior College faculty, who volunteered to give popular non-credit courses in their various departments, following the earlier plan of meeting once a week for six weeks. Each period lasted one hour, except that two hours were given each evening during January and February. There was a total enrollment of 600 adults, with an average attendance of

500 at each meeting. People from all walks of life attended, each trying to catch up with developments in his own field of interest since he left the classroom, or to broaden his interests. At the conclusion of the "school" there were continuous calls for more classes.

The community spirit and leadership, which had their inception and development in the study groups, showed themselves at the close of the school year in a recreation project, in which the city and school authorities again wisely cooperated. A new city park was used; the athletic director outlined the play program for all ages; and so great was the demand for organized recreation that the director of physical education for girls had to be called back a month before school opened to assume direction of the children.

As never before the people in the community had come to know and appreciate their school and each other. This project in parent education, whether in work or play, was one more example of the home and school working together with mutual gain.—MRS. C. W. BINGHAM, 4217 Highland Avenue, Beaumont.

Mississippi

Parent education classes in Jackson are conducted under the auspices of three organizations, the Parent-Teacher Association Council, the Home Economics Department of the State Vocational Board, and the Jackson Branch of the American Association of University Women. It was planned to have at least one parent study group in each school conducted under the direction of the A. A. U. W. Preschool Director, who also had training in parent education.

From January to June seven study groups were organized with a total enrollment of ninety-one women. There was an average attendance of fifty, and sixty-seven meetings were held. The study groups formed in the parent-teacher associations discussed topics in the pamphlet on "Child Management," by

Dr. D. A. Thom. A group in another organization followed the mental hygiene study course, "Children and Their Parents," published by the National Congress of Parents and Teachers.

The Home Economics Department of the State Vocational Board duplicates whatever funds the Parent-Teacher Association Council and the A. A. U. W. furnish toward the project. This gives some remuneration to those who plan and conduct the work.—THE MISSISSIPPI PARENT TEACHER.

Michigan

The Michigan Congress cooperates with the State University in conducting a very complete and far-reaching parent education program. A three-day institute was held last fall at the University in Ann Arbor. Educators and state and national parent-teacher workers were speakers and discussion leaders.

Parent education centers have been established in Grand Rapids, Saginaw, Wyandotte, and St. Johns; and Sunday afternoon broadcasts from the University began on October ninth.—C. A. FISHER, Assistant Director, Extension Division, University of Michigan, Ann Arbor.

Oregon

Radio has played an important part in the parent education program of the Oregon Congress during the past year. Three series of programs were presented over non-commercial stations at Corvallis, Klamath Falls, and Portland.

Parent-teacher study groups throughout the state organized into radio clubs to hear sixteen programs which dealt with recent developments in the field of family relationships. These programs were put on by Oregon State College, and were conducted by members of the college staff who are also chairmen of the Oregon Congress. Topics dealt with were: "Boys and Girls Growing Up," "The Progressive Home," and "Everyday Law for the Family." Any organization or any group of homemakers might form one of these radio clubs. In order that the

first program might be carried through on schedule, it was desirable that a preliminary meeting be held for organization and explanation. The college gave every assistance in carrying on these clubs. The only obligation of the local group was to hold its meetings where there was a radio, and immediately following each meeting to send in a report on the blank provided.

The Portland district of the Oregon Congress sponsored a weekly program built around the program for the year, "The Children's Charter, a Challenge to the Home, School, Church, and Community." Speakers during the thirty-six broadcasts included national, state, and district parent-teacher officers; state and city school superintendents; college professors; principals; classroom teachers; and others trained in special subjects. Mothersinger choruses assisted during most programs.

During the last half of the year, Klamath District Council sponsored a Sunday evening program. "Relation of the Local to the State Organization," "The Purposes of Parent-Teacher Associations," and "Founders Day" were some of the subjects discussed. Each local Congress unit sponsored a broadcast, and Allen Spurr's "The P. T. A." was the theme song to open each program.—MRS. GERTRUDE H. BLUM, 1038 N. E. 23rd Street, Portland.

COMMUNITY INTEREST SUPPLIES RECREATION NEED

Utah

Convinced that children should have supervised activity during the entire year, Salt Lake City parent-teacher associations established last summer four playgrounds which were maintained and directed by the mothers in each district. The director of public playgrounds and the city board of education assisted in the work and have supplied equipment for some of the centers.

At the Whittier School, the initiative was taken by the room mothers—each one pledging herself for two half-days of supervision a month during the summer. The mothers who instructed special classes gave one half-day each week. Material was gathered from the surplus of different business firms in the district. Four swings, four teeters, and two sand-boxes were built. The board of education installed a slide and assisted several of the fathers in building the playground. The entire cash funds that were required amounted to four dollars, and this was given by the principal. The average attendance was about 565 children who joined the various classes. Classes were held in harmonica and rhythm band, dramatics, busy work, handicraft for both boys and girls, and sewing. In dancing there were two ballet classes, three tap classes, and a class in ballroom



The children of St. Francis de Sales School, Denver County, Colorado, in the costumes which they wore for "The Child Foursquare," which, with the Mothersingers of the P. T. A., they presented at the Founders Day meeting last year

dancing. From twenty to forty children were in each class.

At the McKinley School classes were held three days each week. Playground apparatus was complete, and handiwork and music were taught.

The William M. Stewart School on the University of Utah campus conducted a play school which was sponsored and financed by the parent-teacher association of the school. All the instructors except one were members of the university faculty. The program included such subjects as art, dancing, tennis, archery, manual training, play production, handicraft, band, and typewriting. School hours were from eight to twelve. Credit was not given for the courses; 250 students were enrolled at a fee of six dollars for three subjects.

The Capitol Hill Center was made possible through the efforts of the Lafayette Parent-Teacher Association and the Capitol Hill Improvement Association. Permission to use the grounds was secured; men in the neighborhood who understood construction donated their services and with very little expense built four swings, teeters, sand-boxes; and the city installed a drinking fountain. The activities on the grounds took the form of outdoor games, folk dancing, and story-telling. Near the end of July an outdoor exhibition was given on the lawns of the state capitol by the children of this playground, and the money made was used to pay for the equipment.—MRS. RALPH EVANS, *State Publicity Chairman, Salt Lake City.*

COOPERATIVE BEAUTIFICATION

Florida

With the acquisition of new school grounds and a new annex building, the Lenox Avenue Parent-Teacher Association of Daytona adopted as its main objective for last year the beautification of school grounds. The association cooperated with the Peninsula school board, whose plans had

transformed the newly acquired ground from a waste of sand and weeds into a surfaced lawn and playground in four months.

The landscaping done by the parent-teacher association included base planting about both buildings, and the preparation and planting of flower beds. With the help of the school faculty and the parent-teacher association, the pupils of the school raised flowers in the beds for use in classrooms, at school parties and fêtes. The Grounds committee of the association nurtured the plants through the seed-bed stage, and the children attended to further cultivation and watering. A course in gardening was thereby added to the curriculum, and a real thrill seemed to be obtained in watching the growth of the plants, and in fostering the beautiful appearance of the school.—MRS. FREDERICK BOOTH, *135 Broadway, Daytona Beach.*

California

The Parent-Teacher Association of Long Beach offered to supervise the work of Olympic Beautification for the city, which was sponsored by the Chamber of Commerce.

All vacant lots and unsightly patches were planted with flowers, shrubs, or trees, and unemployed men plowed up the ground. The city supplied free water where there are pipes on or near lots.

In undertaking the supervision of this work, the parent-teacher groups were well organized at each school. At a recent meeting, more than 75 per cent of the associations were represented. Many tree-planting campaigns are under way, each group undertaking the purchase of certain trees, plants, and vines. A prominent landscape architect has been made supervisor of the committee, and has urged the necessity of uniform planting. The need of covering all unsightly fences and walls with vines has also been stressed.—ALICE COMLEY, *Long Beach.*

For further information about any project address the writer of the report.

CONGRESS COMMENTS

Mrs. Hugh Bradford, President of the National Congress of Parents and Teachers, will address the International Council of Education for the Exceptional Child, in Minneapolis, on February 23.

* * *

November 14-19 was set aside by the Governor of Idaho as Parent-Teacher Week in that state, in recognition of the effective work of parent-teacher associations in the field of child welfare. The Governor of Mississippi, mayors of many municipalities, and county boards of supervisors issued proclamations calling attention to the week of October 16-22 as Parent-Teacher Week in that state.

* * *

A training school for members of the state board is to be held at the next convention of the Georgia Congress for the purpose of instructing new members in plans, policies, and procedures of the state Congress.

* * *

Dorothy Canfield Fisher is the chairman of the Committee on Parent Education for the Vermont Congress.

* * *

Mrs. L. C. Gerding, former state chairman of Magazines in Colorado, offers a prize to the organized county in that state which sends in the greatest number of subscriptions to CHILD WELFARE and the Colorado Parent-Teacher according to membership. The subscriptions must be in by April 1, to count for the prize.

* * *

Mrs. M. D. Wilkinson, President of the Washington Congress of Parents and Teachers, reports that at a recent border conference British Columbia parent-teacher workers were invited to attend the National Convention at Seattle. They accepted enthusiastically and are now planning to budget funds for sending their representatives.

* * *

Mr. William H. Vogel, chairman of the Committee on Art, of the National Congress of Parents and Teachers, is giving weekly broadcasts under the auspices of the Ohio School of the Air, Station WLW, Cincinnati.

The broadcasts, which began on January 11, continue to April 11. The Ohio School of the Air is financed by the Ohio State Department of Education.

* * *

Mrs. John E. Hayes, President of the Idaho Congress of Parents and Teachers, recently finished a 3,200-mile speaking trip. She stopped in eleven towns and contacted in audiences more than 6,000 people, mostly teachers, besides interviewing many other individuals privately.

* * *

Dr. Garry Cleveland Myers, associate editor of CHILD WELFARE, is holding an institute on parent-child relationships in Philadelphia, January 30-February 1, under the auspices of the Woman's Interdenominational Union of Philadelphia and Vicinity.

* * *

Dr. Lillian R. Smith, chairman of the Congress Committee on the Summer Round-Up of the Children, has an article in the February number of *Public Health Nursing* which deals with health projects sponsored by the Congress.

* * *

New material for the 1933 Summer Round-Up includes the plan of procedure; the leaflet, "Why Your Child Needs a Health Examination"; registration and examination form. Parent-teacher associations may secure this material from the state or National Congress of Parents and Teachers.

* * *

The child development and parent education departments of the University of Iowa and Iowa State College are cooperating in a radio program for Iowa Parents. Over stations WSUI and WOI they are presenting weekly a series of talks by specialists in the field of child study. . . . From Ketchikan, Alaska, comes enthusiastic comment on the Radio Releases sent to them by CHILD WELFARE. Station KGBU reports that it is using these releases as a weekly feature, and that many of the listeners have expressed interest in the material.



Send For This Booklet

Visitors to the National Parent-Teacher Association convention next May will enjoy the beauties of Seattle and the Pacific Northwest. Send for this free booklet of Seattle views and for information on how best to reach the convention city. Address E. E. Nelson, 107 Northern Pacific Ry., St. Paul, Minn.

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In writing to Advertisers, please mention CHILD WELFARE MAGAZINE

February, 1933

325

EFFICIENCY IN CHILDHOOD

(Continued from page 293)

Select one or a few learnings which you are confident he can master with reasonable effort in a short time, which will be useful to him now and later, and which will lead to other worth while learnings.

Organize the details in this learning to make for success and skill.

Find simple words to describe these movements.

Help him make these movements and achieve success.

Say the directive words as he performs.

Approve his success in the same words. That is, approve him for doing what you told him to do: "That's right. Lie still," or, "That's right. Movement. Now play."

Give him only the kind and amount of help which will bring success, less and less physical help with movement, less and less direction with words, and less and less encouragement with approval.

Introduce additional or new learnings as he becomes skillful and reliable in old ones.

A child is efficient if he is steadily increasing his control over the necessary routine activities of his everyday life, taking an active and cooperative part in more and more of them, knowing more often what to do, undertaking to do it willingly, and becoming more skillful in performance.

Adults may cover routine child care for the preschool child under five captions: eating, sleeping, dressing, toilet, bathing

and washing. Each of these captions covers for the adult many details which she has learned in definite sequences, so that the first one sets off the next and the next, and so on, until the child is fed, or asleep, or dressed, or toiletted, or bathed or washed. For the child to learn these five routines he has many specific learnings to organize into sequences which make for efficiency. They total to something over a hundred separate items, each of which involves a word or phrase if he is to understand it when told to do it, or if he is to think to do it on occasion. The efficient child is the one who makes a gradual and steady gain without stress and strain, gradually learning to take over the control from his parents as he discovers he has new capacities.

By the time he has discovered all there is to be learned about these routine activities, they have become habitized for him so that he can carry on his discovering into new and untried fields. The more constructive and creative activities now challenge him and he has the major part of his day free for them, for he became skillful in the necessary routines while they challenged his new-found interests and capacities.

THE IMPORTANCE OF CHILDHOOD EFFICIENCY

THE reverse picture is not such a happy one. The child who had everything done for him during the years when the



GROWING UP WITH OUR CHILDREN

By WILLIAM H. BURGER

A readable and helpful study of the mid-teens, discussing the attitude of present-day youth toward home, sex, religion, school, vocation, and the help parents may give them in these fields. A suggestive and really practical guide to parents. Deals definitely with the problems which parents and young people must face in this modern age.

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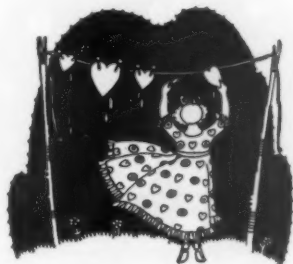
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learning of routine activities would have been interesting and challenging, in later childhood has no zest in learning them. He has to be nagged and scolded. Or he has to feel chagrined at failure. Or he has to spend an undue amount of time in achieving these simple routines. He doesn't enjoy doing them. He resents the time they take away from constructive and social play. Inefficiency in childhood takes its toll from both the children and the adults with whom they live.

Children can be efficient only as adults are efficient in their early teaching of routine activities. If you wish your child to be efficient, select for his learning those activities in which he can readily succeed and whose immediate usefulness he can see. (You can see the increasing and ongoing usefulness.) Undertake to teach these in the order of their importance and their chance for success. Work out your method of teaching him so that it gives him optimum help, that is, the specific help he needs to keep him succeeding, whether by guiding his movements, directing him with words, or encouraging him with approval. Make him increasingly independent of you as he gains in his own control. In time he knows what to do on all the usual routine occasions. He is willing to perform these customary duties. He can do them rapidly and well. Thus they become gradually what they should remain all his life, important but inconspicuous details of everyday life, but no longer featuring as achievements of note. They make possible the achievements of other sorts, achievements increasingly constructive, creative, and reflective.



February, 1933

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A PROBLEM IN SEX EDUCATION

(Continued from page 298)

we ordinarily think about them, comes to the time when he *needs* sex instruction himself because of the way he *feels* about sex or experiences having an element of the taboo of sex. When this time comes, parents should remember that the important things are these:

1. The child should understand his own body and its functions; that both in body and mind he has somewhat the same problems that other boys or girls have, and that adults had when they were young. Then he will know that adults, especially parents, have the ability really to understand him and explain the things he wants to know.

2. The child should not get from the parents the feeling that he has been damaged in body, or that there is danger that something has happened to his mind that has spoiled him or made him different, or that he has in some way lost his purity or his security with his parents or others because of feelings he has had or things he may have done.

3. If possible the child should be helped to feel that sex is neither a thing to be rejected and hated, nor a thing to be emphasized and thought about a great deal. One of the most useful things to tell a boy is the very fact that if he occupies himself with other things involving physical effort he will find his energy turned away from sex and sex drives.

4. And most important of all, the child must be given instruction and information about sex without being lied to, either positively by being told untruths or negatively by having truth withheld from him, for it is by making our children feel that we understand them and are frank with them that we establish ourselves in their growing lives in the most constructive way.

The extrovert: the outgrowing type of person who derives satisfaction from contacts with his environment.

The introvert: the withdrawn type of person who derives more satisfaction from his mental life than from his environment.

WHAT DO YOU THINK?

Check each of the following statements as either true or false. Then turn to page 332 for the right answer.

1. The best way to give sex instruction to growing boys and girls is to do so quite impersonally, in a cold, detached manner. True. . . . False. . . .
2. The children of inconsistent parents are apt to be timid, anti-social problem children. True. . . . False. . . .
3. It is necessary for everyone to have a certain amount of play and leisure time in order to maintain mental as well as physical health. True. . . . False. . . .
4. It isn't important that very small children learn good habits of eating, sleeping, dressing, toilet, washing because when they are older they learn them anyway. True. . . . False. . . .
5. A tall can of evaporated milk with an equal amount of water added is as good for children as one quart of pasteurized whole milk. True. . . . False. . . .
6. Chairmen of standing committees should give full reports at each meeting of the P. T. A. True. . . . False. . . .

"If the child from his earliest years has read nothing but the best, there is little likelihood that he will acquire a taste later on for the insipid juveniles that now, unfortunately, have such wide circulation."—TERMAN and LIMA in *Children's Reading*

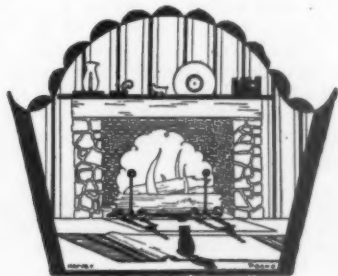


HELPING THE MAGAZINE FROM OUR READERS

ALTHOUGH it is well known that CHILD WELFARE, the National Parent-Teacher Magazine, is published for service and not for profit, it is equally well known that almost never does the income received from circulation support a publication. For this reason CHILD WELFARE, like every periodical which is not subsidized, must depend upon the sale of space to advertisers in order to be able to serve its readers.

An advertiser will not continue to purchase space in a publication unless he receives results from it. So we feel justified in asking the cooperation of our subscribers in this matter. No advertisement is accepted by the CHILD WELFARE Company unless the product to be advertised is known to be reliable, and the business ethics of the advertiser unquestioned. We wish to urge our subscribers to give CHILD WELFARE advertisers first choice when selecting merchandise for general use or when promoting its purchase for the school. We wish also to urge our readers to mention CHILD WELFARE when writing to those who advertise in its pages.

"Of meats, probably the most useful for children is liver, since it is not only higher in iron than muscle, but also much richer in vitamins A and B. It makes a convenient alternative to the egg, sometimes at considerably lower cost, but should not supplant eggs entirely."—THE WHITE HOUSE CONFERENCE



CHILD WELFARE MAGAZINE is of great assistance to us here in Wyoming. It seems to me that the magazine has never been as fine, as comprehensive, and as complete as it is this year. By the first of the year we will have nine study groups (in our council), practically all of them taking their outline and work from CHILD WELFARE MAGAZINE. . . . We are looking forward in Wyoming to having the CHILD WELFARE MAGAZINE in every active P. T. A. home.—MRS. M. GALLEY, *President, Wyoming Congress of Parents and Teachers.*

I do not see how any mother, whether interested in parent-teacher work or not, can afford to be without CHILD WELFARE MAGAZINE.

My own little daughter has been having preparental work in her ninth-grade home economics class. Recently she came home and told me that the lesson had been on temper tantrums. In reply to my question as to her knowledge on that subject, she assured me that she had known more than any of the other girls because she always reads CHILD WELFARE. And that is quite true; she always does and then tells me the system she is going to use with her large family.—MRS. M. D. WILKINSON, *President, Washington Congress of Parents and Teachers.*

Louisiana is working hard to put CHILD WELFARE everywhere, for it is without a doubt one of the finest magazines ever issued. It is most informative, and how a parent can be without it is more than one can understand.—MRS. LAWRENCE A. MAILHES, *President, Louisiana Parent-Teacher Association.*

We are endeavoring to build up an even stronger circulation of CHILD WELFARE MAGAZINE throughout our state, since it is the most constructive magazine we have for making parent-teacher work effective.—MRS. FRANCIS H. BLAKE, *President, New York State Congress of Parents and Teachers.*

HISTORY FUND

A list of recent contributors:

State branches:

District of Columbia, Utah, Virginia

Individuals:

Mrs. F. H. Devere, Rhode Island

Mrs. C. H. Remington, Rhode Island

All who wish to contribute to a special fund which will be applied to the publication of a history of the National Congress of Parents and Teachers now being written by Winnifred King Rugg are asked to send checks to Mrs. B. I. Elliott, National Treasurer, 3601 N. E. 71st Street, Portland, Oregon.

CONSULTATION SERVICE

QUESTIONS AND ANSWERS ON P. T. A. PROBLEMS

Delegate to National Convention—What benefit does a parent-teacher association derive from sending a delegate to the National Convention?

The association profits in proportion to the ability of the delegate to translate the information and the inspiration gained at the convention into local service. The delegate should reach the convention city as free as possible from physical and mental fatigue; study the program carefully; apportion wisely the time to be spent in classes, conferences, exhibits, and convention sessions, as well as in friendly conferences; and be prepared to report the high lights of the convention in an intelligent, interesting way. An efficient delegate will give service to the association throughout the year because of a clearer understanding of the organization and administration of a parent-teacher association, of sound program making, of worth while activities and projects. Knowledge and vision guarantee better work.

A mimeographed statement, "Suggestions to Convention Delegates," outlining duties before, during, and after the convention, may be obtained from the National Office (5 cents). Read "Duties of a Delegate," March, 1932, CHILD WELFARE, page 409.

Reports of Standing Committees—Should reports of progress of standing committees be called for at each meeting of the P. T. A. or should these reports be made only at the last meeting of the year?

An opportunity should be given each standing committee chairman at each meeting to present the high light of the work of the committee during the month as a one-minute report of progress. This can become one of the most interesting parts of the business session. It is not desirable, nor is there time, to receive a detailed report from each chairman at every meeting.

A display of posters and publications may be made at the parent-teacher meeting by the committee. This visual presentation of the work of the committee may be planned either to take the place of a report, or to supplement the brief report.

If it seems undesirable to call for one-minute monthly reports, each chairman should appear before the association at least twice during the year; first, to make an announcement of the plan of the committee work or of a special project of

the committee; and second, to give a report of progress. This method will keep the members informed about the activities of the association.

The plan for the regular monthly meeting of the Executive committee of the association should include a report of progress from each officer and standing committee chairman.

"Handbook," pages 17 to 23; "Activities, Projects, and Program Making," page 8; "Parliamentary Procedure" leaflet, pages 13, 14.

N. C. P. T. Correspondence Course—(1) What National recognition is given a parent-teacher worker on completion of a National correspondence course in parent-teacher work? (2) Is there a limited time for completing the work prescribed in a course?

(1) A certificate signed by the instructor, the National President, and the state president is awarded to all who successfully complete a National correspondence course. (2) No. Although it is not required that the lessons be sent to the National Office within a limited time, it is recommended that they be worked on at regular intervals, and completed as promptly as possible. In each course, a time limit is suggested which is considered adequate for that particular course, but it is not required that the lessons be in by that time.

Group Study of National Parent-Teacher Correspondence Course—May several parent-teacher workers receive credit for work on the parent-teacher correspondence course if they take the course as a study group?

Yes. The following plan has been worked out whereby a group may register for a correspondence course. The leader registers for the course and sends in the fee, to which all members have contributed. It is the duty of the leader to keep a record of attendance and participation at the group meetings. Upon completion of the course, the leader sends in the lessons. Each member of the group who wishes to receive a certificate may have one upon recommendation of the leader, by paying a small fee. For information about the six correspondence courses now being offered, send self-addressed, stamped envelope to the Education Division, National Congress of Parents and Teachers, 1201 Sixteenth Street, N. W., Washington, D. C.

The Consultation Service is presented by CHILD WELFARE with the cooperation of Mrs. C. E. Roe, Field Secretary, and of Mrs. L. F. Pope, Assistant Secretary, Research and Information Division of the National Congress. Send parent-teacher questions—with a stamped, self-addressed envelope—to the Consultation Service Bureau, CHILD WELFARE MAGAZINE, 8 Grove Street, Winchester, Massachusetts.

BOOKSHELF



"Your Child and His Parents," by Alice C. Brill and May Pardee Youtz. New York: Appleton. \$2.50.

"Child Care Today," by Béla Schick and William Rosenson. New York: Greenberg. \$2.50.

"Parents and Sex Education," by Benjamin C. Gruenberg. New York: Viking. \$1.00.

"Book Trails," edited by Renée B. Stern. Chicago: Shepard & Lawrence. Eight volumes.

By WINNIFRED KING RUGG



YOUR *Child and His Parents*, by Alice C. Brill and May Pardee Youtz, is primarily intended to be used as a textbook for child study groups. Since it is rich in valuable information for such groups, it is, naturally, useful for the individual parent.

The two authors derived much of their material from their work in the Iowa Child Welfare Research Station, where Miss Brill was formerly director of the field laboratory and research associate and Miss Youtz is assistant professor of parent education and head of the division of child study and parent education. Their book consists of a series of lessons for study and discussion, with a list of reference books and supplementary reading at the conclusion of each chapter. The questions, outlines, charts, examples, and suggested readings have been prepared on the assumption that readers will really study. There are eight principal subjects—discipline, imagination, the child's play life, fear in the life of the child, habit formation, heredity and environment, sex education, and the child's use of money. In the matter of discipline the authors stand for *thoughtful* obedience rather than *absolute* obedience, and define discipline as a study of the cause of the difficulty, helpful training, and positive guidance, with punishment relegated to a subordinate position as a mere emergency measure.

In the chapter on habit formation an interesting section deals with the law of diminishing returns, which summarizes Dr. John B. Watson's conclusions that given the same amount of practice, it is better to distribute it over a longer period of time with rest periods between than to concentrate it in a short period.

The book concludes with a chapter for prospective group leaders on methods of preparing material and conducting study groups.

On the Health and Habits of Children

CHILD Care Today, by Béla Schick and William Rosenson, is an up-to-date manual for mothers, somewhat in the nature of Dr. Holt's tried and tested guide. Dr. Schick is best known as the discoverer of the Schick test, used in determining the immunity of an individual to diphtheria; Dr. Rosenson is a pediatrician associated with Mount Sinai Hospital, New York.

The joint authors present a book that contributes to both the physical and the mental guidance of children, with more space given to the physical. Prenatal life, the feeding and care of infants, the nutrition and habit-forming guidance necessary to the preschool period, the disorders and diseases of childhood, and preventive measures in the care of communicable diseases form the main divisions of this simple, definite, and comprehensive handbook. It is interesting to note in the section on milk formulas for infants that the direction has been toward simplification and that the complicated mixtures formerly employed are not as frequently advocated. The authors stress the unrealized importance of the preschool period and the danger of placing the little runabout in the care of an untutored maid or an inexperienced high school girl for a considerable part of the day.

A New Edition of a Valued Book

PARENTS and Sex Education, by Benjamin C. Gruenberg, already known to members of the American Social Hygiene Association, the Child Study Association of America, and many readers of *CHILD WELFARE*, now appears in a third, revised edition. It explains in sane fashion what a young child should be told about sex, and why. The subject of sex as re-



REPRINT SERVICE

In this Issue: Articles Available in Reprints

"The Public Health Nurse and the P. T. A."

10 cents each

25 copies	\$2.00
50 copies	3.00
100 copies	5.00

"Are You a Problem to Your Child?"**"Playing for Health"****"A Problem in Sex Education"**

15 cents each

25 copies	\$3.00
50 copies	4.25
100 copies	6.50

Reprint from Last Volume—Parent Education Course

"Concerning Older Children"

32-page booklet

25 cents each

Subject Index of CHILD WELFARE Articles

September, 1929—June-July, 1932

5 cents each

Remittances should accompany orders

lated to the instruction and training of a child is a larger one than the mere answering of curious questions, and this broader scope of the subject is emphasized by Dr. Gruenberg. He does not actually supply the parent with a set of words to be used in answering a child's questions, but he tries to get the parent into the right frame of mind, and helps him out by a chapter of biological information.

Another Set of Children's Books

BOOK Trails, edited by Renée B. Stern, with O. Muiriel Fuller as associate editor, is a carefully graded compilation of stories and poems, arranged in eight volumes and following the child's natural development from babyhood to his high school years.

Beginning in Volume I, with repetitive stories that give the baby his first vocabulary and continuing through to the stories of achievement in Volume VIII, *Book Trails* serves as an excellent introduction to world literature. Stories of the wildwood, fairy tales, adventure and hero tales, stories of school life and sports, records of the westward course of American pioneering and of the enterprise of men and women who have contributed something to the welfare of the world—all these are told in simple and beautiful diction, usually in the words of some distinguished writer. Viewed as literature, and as a means of providing a child with a cultural background, this is a valuable compilation. In addition to that the editors have sought to give a character-building value to the set by furnishing the mother with a behavior chart, whereby she may determine what traits in her child need redirection and thus select the stories that will help in establishing the right habits.

The illustrations and the quality of the workmanship are a delight.

WHAT DO YOU THINK?

These are the answers to the true-false statements on page 328. The page numbers refer to pages of this issue of CHILD WELFARE on which discussions of the statements may be found.

- | | |
|-------------------|-------------------|
| 1. False, p. 294. | 4. False, p. 289. |
| 2. True, p. 286. | 5. True, p. 316. |
| 3. True, p. 301. | 6. False, p. 330. |

STAMP OF MERIT

The appearance of an advertisement in CHILD WELFARE is in itself a stamp of merit. No product may be advertised in these pages unless it is known to be reliable, and the business ethics of the advertiser unquestioned. Listed below are the firms which advertise in this issue of CHILD WELFARE. The italics refer to free material which they offer:

	PAGE
Association Press, The	326
Columbia University Press	327
Franklin Printing Company	327
Great Northern Railway Co.	327
Grolier Society, The. <i>Booklet</i>	4th Cover
Northern Pacific Railway. <i>Booklet</i>	325

Postage can be saved, when sending coupons to advertisers, by clipping the coupon and pasting it on a one-cent government postal.

In writing to Advertisers, please mention CHILD WELFARE MAGAZINE



Question—I am worried about my eight-year-old daughter. Since she was able to walk she has destroyed things. She marks the wall paper, cuts up articles within reach. I will appreciate your help.

Since you must start from the beginning of the child's life to form habits, make up your mind that it is going to take time to change habits if you are beginning now. A habit of several years' standing will require patience on your part. So do not become discouraged.

The child's desire to do must be directed into worth while channels. Children are naturally active and will and must be doing something, so the question is, "What should they do?" Here the parent has a wonderful opportunity to substitute something worth while and interesting in place of the undesirable activity.

Is it possible that when your daughter was quite young an effort was made to keep her too quiet? No normal child can be still for any length of time, so in sheer desperation she may have turned to whatever she could find. Perhaps she was scolded and rather enjoyed the attention she received. There are several angles to the problem.

First of all, provide the child with plenty of things to manipulate, plenty of material for play—not toys exclusively. The average home has an abundance of such things—paper, string, boxes, cans, beads. Magazine and newspaper pictures can be cut; scrapbooks can be made with wrapping paper and sewed with twine or heavy thread. A box of crayons or paints is very interesting. Boxes, heavy paper, and cardboard can be used for construction work. A doll and a toy trunk will be an incentive to make doll clothes from pieces of cloth, lace, and ribbon. Here scissors can be used in a profitable way. Let her learn to sew. A blackboard in the house is always attractive to children. Play material which can be put together and taken apart will help to provide activity.

Let her play out of doors. Perhaps she would like to get a small rock garden ready for spring planting.

She is old enough to assume some responsibility in the home. See that she has a few simple duties to perform regularly—such as picking up her clothes, watering plants, dusting her room.

Don't be disturbed if she does something wrong, but see that she corrects the mistake. If wall paper is marked, she must rub off the marks. Try to show her the proper use for scissors. Meanwhile, be sure to keep control of yourself.

If she could belong to a sewing club, a junior Camp Fire or Girl Scout group, or a Sunday school class which provides handiwork, she would have an opportunity to use her hands and energy in a wholesome way with congenial girls.

Question—I have a discouraging problem. My daughter is in the third grade with two other grades in the same room. She is in a dreamy mood all day. There is no other school near by. Can you give me some advice?

Take the child to a physician for a thorough examination. Some physical defect may be the cause of her condition. If the examination finds her physically normal, then take her to a psychologist if possible. It is necessary to find the cause of trouble before you can know how to correct it.

If these steps are not possible, have a talk with the teacher and see if together you can discover the cause. Has she failed in her work? Has something unpleasant happened at school? Is the child's school work adapted to her capacity? In the answer to these questions may be found the reason why your daughter refuses to face the reality of school work and takes refuge in dreamy moods. If the school work is too difficult she may have become discouraged, and so feel inferior to others. It is easy for a discouraged child to give up and live in a world of her own. If the work is too easy she may have lost interest, found school life monotonous, and become inattentive.

A teacher with several grades finds it difficult if not impossible to give attention to and hold the interest of each pupil. You can enrich the school course by providing interesting reading at home, as well as materials for making things related to school subjects, such as clay, crayons, paper. For instance, if she is reading about Eskimos, let her make an Eskimo village with clay, using flour for snow, paper for sleds.

Help her to make friends and to play with them.

Encourage her in anything she can do, that she may come to a realization of her own possibilities and feel the joy of victory. Give her some home duties which call for the use of her hands. Make them simple, and by suggestion and help on your part see that she completes the little tasks. The experience of finishing something and gaining your approval will bring her some satisfaction.

You will find some help in reading *The Child and Society*, by Phyllis Blanchard (New York: Longmans, Green), Chapters 1, 2, 4, 5, and 10.

(This department is conducted with the co-operation of the Committee on Parent Education of the National Congress of Parents and Teachers. Readers are invited to send questions to Evelyn D. Cope, care of CHILD WELFARE.)



MATERIAL ON VISUAL AIDS TO EDUCATION AND ON NON-THEATRICAL FILMS FOR WHOLESOME RECREATION

By CATHERYNE COOKE GILMAN • Chairman, National Committee on Motion Pictures

INQUIRY has revealed that twenty-one state universities have assembled film libraries and provided visual education services for educational, recreational, and religious groups and institutions. These services are available to local associations of parents and teachers at a very nominal cost. Government films may be secured through the visual education bureaus of state universities for the cost of transportation.

In addition to federal sources of information on non-theatrical films listed in the January issue of *CHILD WELFARE*, we list herewith a number of offices in the various states which will be glad to give assistance to parent-teacher associations which are putting into active practice the new plan of the National Committee on Motion Pictures. The directors of visual education bureaus desire the cooperation of state Motion Picture committees and of local parent-teacher associations in organizing systematic distribution and exhibition of visual aids to education and non-theatrical films for recreation.

If your state is not listed here, or if a name given is no longer connected with the institution in that capacity, please supply the information to the chairman of the National Committee on Motion Pictures.

Alabama—Carl E. Sechriest, Director of Visual Instruction, Birmingham Public Schools, Birmingham.

Arizona—Max P. VossKuhler, Director, University Extension Division, University of Arizona, Tucson.

California—Robert S. Johnson, Department of Visual Instruction, University of California, Berkeley.

Miss Marian L. Israel, Division of Visual Education, County of Los Angeles, 240 South Broadway, Los Angeles.

Colorado—Miss Lelia Trolinger, Secretary, Bureau of Visual Education, University of Colorado, Boulder.

Connecticut—J. Irving Green, Director of Distribution, Yale University Press Film Service, New Haven.

District of Columbia—Dr. J. Orin Powers, Associate Professor of Education, George Washington University, Washington.

Elsie S. King, Research Division, National Education Association, 1201 16th Street, N. W., Washington.

Georgia—E. R. Enlow, Director, Visual Instruction, Atlanta City Schools, Atlanta.

Illinois—Paul G. Edwards, Director, Department of Visual Instruction, Chicago City Schools, Chicago.

The Blue Book of Non-Theatrical Films, The Educational Screen, Inc., 64 East Lake Street, Chicago.

Bessie E. Lyon, University of Chicago Press, 5750 Ellis Avenue, Chicago.

Society for Visual Education, Inc., 327 South LaSalle Street, Chicago.

Indiana—Dr. Joseph J. Weber, Department of Education and Psychology, Valparaiso University, Valparaiso.

Lorin Ashbaucher, Director, Department of Visual Education, Bloomington Public Schools, Bloomington.

REVIEW

Iowa—A. P. Twogood, Director of Industrial Education, Newton Public Schools, Newton.

H. L. Kooser, Visual Instruction Service, Iowa State College, Ames.

W. F. Barr, Dean, College of Education, Des Moines.

Victor Animatograph Corporation, Davenport.

Kansas—Ellsworth C. Dent, Secretary, Bureau of Visual Instruction, University Extension Division, University of Kansas, Lawrence.

Department of Visual Instruction, National Academy of Visual Instruction, 1812 Illinois Street, Lawrence.

Kentucky—James B. Beauchamp, Director of Visual Education, School for the Deaf, Danville.

Massachusetts—University Film Foundation, Harvard Square, Cambridge.

Miss Ruth D. Crawford, Director, Cambridge Museum for Children, Cambridge.

Miss Helen B. Garrity, Visual Instruction, Department of Education, Commonwealth of Massachusetts, Boston.

Michigan—W. W. Whittinghill, Department of Visual Education, National Education Association, 9345 Lawton Avenue, Detroit.

Minnesota—H. B. Gislason, General Extension Division, University of Minnesota, Minneapolis.

Louis H. Powell, Curator, Department of Visual Education, St. Paul Institute, 51 University Avenue, St. Paul.

Missouri—Miss Amelia Meisner, Curator, Educational Museum, St. Louis Public Schools, St. Louis.

Lynde C. Barnett, Assistant in Charge of Visual Education Service, University of Missouri, Columbia.

Nebraska—O. A. Wirsig, Superintendent of Schools, Kearney.

New Jersey—Miss Katheryn B. Greywacz, Curator of State Museum, Trenton.

New York—Ralph S. Hawkins, Assistant in Charge of Cinema Work, Metropolitan Museum of Art, New York City.

Mrs. Grace Fisher Ramsey, Assistant Curator, Department of Education, American Museum of Natural History, New York City.

Alfred W. Abrams, State Director of Visual Instruction, Albany.

North Carolina—Miss Sally B. Marks, Professor of Visual Education, University of North Carolina, Chapel Hill.

North Dakota—James A. McCrae, Secretary, Bureau of Education Cooperation, University of North Dakota, Grand Forks.

Ohio—W. M. Gregory, Director, Cleveland Education Museum, Cleveland Public Schools, Cleveland.

Oklahoma—T. M. Beaird, University Extension Division, University of Oklahoma, Norman.

Oregon—W. G. Beattice, Director of Visual Instruction Service, University of Oregon, Eugene.

Pennsylvania—C. F. Hoban, Director of Visual Instruction, State Department of Education, Harrisburg.

L. Paul Miller, St. Thomas College, Scranton.

South Dakota—Garrett Breckenridge, Director of University Extension Division, University of South Dakota, Vermilion.

R. V. Newcomb, Director of Motion Picture Activities, University of South Dakota, Vermilion.

Tennessee—J. L. McAliley, President, Doyle Institute, Doyle.

Texas—Mrs. Charles J. Moore, Chief, Visual Instruction Bureau, University of Texas, Austin.

Utah—R. F. Egner, Director of Visual Education, University of Utah, Salt Lake City.

Virginia—Roscoe E. Lewis, Director of Visual Education, Hampton Institute, Hampton.

Washington—Frank F. Walber, Director, Division of General College Extension, State College of Washington, Pullman.

West Virginia—J. V. Ankeney, State Supervisor, Division of Vocational Agriculture, State Department of Education, Charleston.

Wisconsin—J. E. Hanson, Chief, Bureau of Visual Instruction, Extension Division, University of Wisconsin, Madison.

COMING IN MARCH

A GROUP OF ARTICLES DEALING
WITH THE P. T. A. IN THE
RURAL COMMUNITY



YOUR CHILD IS SUPERIOR!

Grace R. Sterling



ENJOYING OUR CHILDREN

Martha Pratt Haislip

FOR MATERIAL

About the Preschool Child

Turn to pages 284, 289, 300

About Elementary School Children

Turn to pages 284, 294, 301, 333, 334, 335

About Older Boys and Girls

Turn to pages 284, 294, 301, 334, 335

For Parent-Teacher Units

Turn to pages 283, 299, 305, 306, 308, 310,
312, 313, 314, 317, 321, 325, 329, 330

Concerning All Children

Turn to pages 310, 316, 331

THE OAK LEAF CONTEST

Basing totals on CHILD WELFARE Magazine subscriptions received from April 1 to December 31, 1932, the branches in the various classes rank as follows:

CLASS A

1. Illinois
2. New York
3. California
4. Pennsylvania
5. New Jersey
6. Ohio

CLASS B

1. Missouri
2. Texas
3. Michigan
4. Colorado
5. Iowa
6. Indiana
7. Georgia

CLASS C

1. Florida
2. Minnesota
3. Arkansas
4. Washington
5. Kansas
6. Tennessee

CLASS D

1. North Carolina
2. Wisconsin
3. Kentucky
4. Alabama
5. Oregon
6. Massachusetts
7. Nebraska

CLASS E

1. Oklahoma
2. Louisiana
3. Connecticut
4. Rhode Island
5. Dist. of Columbia
6. North Dakota
7. West Virginia

CLASS F

1. South Dakota
2. Mississippi
3. Virginia
4. South Carolina
5. Vermont
6. Maryland
7. Hawaii
8. Delaware

CLASS G

1. Idaho
2. Arizona
3. Montana
4. Wyoming
5. New Mexico
6. Maine
7. New Hampshire
8. Utah

A question has arisen regarding the meaning of part of the statement in the 1932 Handbook Supplement under *Information for Local Chairman of Standards*, which reads—

"Publications— . . . Subscriptions to CHILD WELFARE Magazine must equal 10 per cent of families in membership January 1, 1933."

January 1, 1933, refers to membership figures of that date but subscriptions to CHILD WELFARE Magazine up to and including March 31, 1933, may be counted.